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A NOTE ON THE BEGINNING OF ENGLISH EDUCATION IN INDIA

THE history of English education in India is only one chapter in the general history of Indian education. When we refer to the beginning of English education in India, we must distinguish between the patronage given to indigenous education by the East India Company and the attempts made by that Company to foster English education, not among its own civil servants, but among the public. We are not concerned here with patronage by the Company to indigenous education. It is a well known fact that long before the British came to India, education was one of the major subjects which Indian monarchs had successfully tackled. No doubt, when the British appeared as a powerful factor on the political scene of India in the 18th Century, the number of indigenous educational institutions had considerably declined as a result of the waning fortunes of Indian rulers. It is this which, among other reasons, explains why the East India Company under the guidance of Governor-General Warren Hastings tried to resuscitate indigenous knowledge by founding a Hindu College at Banaras and a *madrassa* at Calcutta, both meant exclusively to promote the cause of Oriental Learning. The personal interest of Warren Hastings in education and his knowledge of Persian were, perhaps, responsible for the active part which he took in reviving Oriental Knowledge. But this does not mean that the Bengal Government fostered the cause of English education. Neither does it mean that the establishment of official institutions like the College at Fort St. George and the Fort William College at Calcutta, which catered solely for the needs of the civil servants of the Company, in any way advanced the cause of English education.

Before we pass on to the part played by the East India Company outside the Bengal Presidency, in regard to the opening of English schools, it is worth mentioning the earlier attempts of Europeans, who were responsible for setting up schools on the Western model. The earliest amongst these were the Jesuit Missionaries, who in the 16th Century set up schools at Goa. The Dutch imitated them in Ceylon in the 17th Century. But neither the Jesuit Missionaries nor the Dutch taught English in their schools, although it must be said to the credit of the Jesuit Missionaries that they were the first to understand the value of Indian languages for propagating the Bible among the people of South India.

Early Attempts by the English Company

It was left to the Company's Government at Madras to take the initiative in regard to the opening of schools where English was taught in addition to Indian languages and where no attempt was made to force the Christian religion on Indian students. This step was taken in 1677, when the Company

engaged a School Master for the White Town of Fort St. George, Madras. The teacher's name was Ralph Orde, and his salary was £50 per year. His duties were not limited merely to teaching English children, but were extended to the Portuguese and even to Indian children, thereby foreshadowing the work of the Educational Department of modern times(1). The school thus established by the Company was a Free School in which English, Tamil, Arithmetic, and Merchants' Accounts were taught. That the Fort St. George Government was earnest in its desire to foster the cause of English education within the limits of its Presidency, is proved by the fact that the upkeep and the maintenance of this school was included as one of the duties of the Mayor and Aldermen of the city of Madras. The Mayor and Aldermen of Madras had been set up by the Charter of the Company of 1687, although they began to function only in 1692. They were to maintain "a convenient School House for the teaching of the 'Gentues' or native children to speak, read and write the English langauge and to understand Arithmetic and Merchants' Accounts." However, as a result of the rivalry between President Yale and the Mayor, no revenues were allotted to the school for some time. But by 1700 this school seems to have been firmly established with other schools in Madras, for in that year Alexander Hamilton wrote that there were schools for the teaching of English, Portuguese, Latin, Hebrew, and the Indian languages at Madras(2). In 1704 the Free School secured the benefit of a public library which comprised mostly books on divinity(3). We are in the dark as to who exactly administered the school from 1677 till about 1715. But in 1715 it was converted into the Charity or the Church School(4). In 1717 its trustees received from the East India Company a building called the Jearsey House in Charles Street, Madras(5). This proves that the East India Company still took an active interest in the progress of the Free or Charity School. By 1720 it was thrown open to all classes of people(6).

From this it is clear that the Government cooperated with private agencies in running educational institutions, particularly in Madras. A word on the progress of Charitable Schools in Bengal. The Fort William Government did not take any decisive step in the matter of establishing schools in Bengal, where English could be taught, although it had given liberal endowments to the Banaras and Calcutta educational institutions to foster the cause of Oriental Learning. Charitable Schools figure in Calcutta from 1729 till 1789, but they were only three in number(7).

Danish Attempts in the South and the North

In the meanwhile the East India Company in the South was forging ahead with schools. Here their attempts ran parallel with those of the Danish Missionaries, who seemed to have received inspiration from the earlier missionary enterprises of the Jesuits and the Dutch. The earliest

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(1) Love, H.D., *Vestiges of Old Madras*, I. p, 397 ; Public *Despatches from England*, I. 12th Dec. 1677. (2) Love, *ibid*, I. p. 499 ; II. p. 88. (3) Love, *ibid*, II. pp. 78-83. (4) Love, *ibid*, I. p. 164. (5) Love, *op. cit.*, II. p. 54. (6) Love, *ibid*, II. pp. 153, 163. (7) Thomas, F.W., *History and Prospect of British Education in India*, pp. 16-17.

Danish attempt at setting up schools in the South was at Tranquebar (1706). This was a purely missionary venture led by great missionaries like Zigenbalg, Plutschou and Schulze. At first English was not taught in this School, the pupils being taught only Tamil and European works translated into Tamil. The strength of the school in the first year was only 400. But with the waning fortunes of the Dutch and the increased prosperity of the English in the South, the need was felt to include English even in schools administered by the Dutch. This explains why in 1746 English was introduced by the Danes into their school at Tranquebar, with the result that the strength of the school rose to 570 in that year. Tranquebar was conquered by the British in 1801, and by 1815 all schools run by the Danish Missionaries numbering 23 and containing 700 students,—out of whom 150 were taught English,—passed into the hands of the Christian Knowledge and Church Missionary Societies(8). These attempts of the East India Company and of the Danish Missionaries cover the period from 1717 to 1746, and refer only to the South.

The Danes did not confine their activities only to the South. In the North they set up schools at Serampore (Srirampur) in 1793. Here it was the Baptist Mission which, under the guidance of men of distinction like Carey, Ward, Brunden, Grant and Marshman, set up a number of schools, in which elementary works on Grammar, Arithmetic, Astronomy, Geography, general history, and "Treatises on the Creator and the nature of the Soul" were taught(9). By this year (1793) the minds of Englishmen, Danes and Indians were all perturbed by the great question of introducing Western knowledge through the medium of a Western language into India.

Policy of the East India Company

While the Danes were decisive in the matter of introducing Western Knowledge at Serampore, the Fort William Government wavered as to the policy it was to follow in regard to the same great question. This was due to the fact that the Court of Directors themselves had not made up their mind concerning it. As early as 1677 they had permitted the Company at Madras to employ a School Master to teach English first to English children, and then to Portuguese and Indian Children. In Bombay, too, the Court of Directors followed a liberal policy of education. In their reply dated September 21, 1821, the Court of Directors approved of Mountstuart Elphinstone's plan of setting up an English school at Bombay with an endowment of Rs. 2,500/- a year, and likewise of establishing a Medical Board in the same city for diffusing Western medical knowledge(10). But so far as Bengal was concerned, the Court of Directors were not equally generous. Indeed, when Wilberforce gave public notice in Parliament in 1793 of a resolution which contemplated the adoption of such measures as would gradually tend to the advancement of the inhabitants of British India in useful knowledge leading to their moral and religious improvement, the Court of Directors flared up and maintained that it was not only not their duty to educate the people of India, but that it was a most "absurd and suicidal measure which would be devised",

(8) Thomas, *op.cit.*, pp. 16-17 (9) Thomas, *ibid*, pp. 19-20 ; Marshman, *The Life and Times of Carey, Marshman, and Ward*, II. pp. 81-82 (10) Thomas, *op. cit*, p. 47.

which would end in the expulsion of the English from the country. Not content with this outburst, the Directors quoted the example of America which had been lost to England, and said that they must in India "avoid the rock on which we had split there(11)". This strong exception which the Court of Directors took to the introduction of Western knowledge on Western lines in India as a matter of general policy, perhaps explains why no attempt was made by the Bengal Government to utilize till 1813 a sum of £10,000 a year, which had been included in the India Bill of 1813 exclusively for the promotion of Hindu learning. Indeed, it may be said without any exaggeration that till 1823, the Bengal Government did not make any attempt to appropriate this amount(12). This is rather strange when we realize that it was in Bengal that the curiosity about European knowledge was first felt. With 1823 the first stage in the history of European education, which saw almost entirely private effort with occasional Government interference, came to an end, and the second stage commenced(13).

The Danes and Degrees

Before we proceed to the second stage in the policy of the East India Company, it is proper that we should mention the contribution of the Danes to higher education. A question is sometimes asked of who were the first to confer degrees in India—the Danes or the English; and which of the kings of Europe took an interest in this matter? On the question of degrees, a distinction should be made between conferring *titles* and conferring *degrees.* As is well known, it was traditional Indian policy to confer titles on learned men and on advanced students who had satisfied certain high educational standards. With titles were sometimes also conferred, dresses of honour. The East India Company continued this traditional Indian policy. This is proved by the Charter of 1813 which says that the Court of Directors caused it to be made known in India that the British Government contemplated establishing among natives a gradation of honorary distinctions as a result of merit, by the presentation of dresses of honour or by conferring titles. They were led to assure this by the excellent results which had been obtained in the schools of the Madras Presidency(14). The credit, therefore, of conferring honorary distinctions as a result of merit either in the shape of dresses or of titles, goes undoubtedly to the East India Company. But the honour of conferring degrees on the Western pattern goes to the Danish Missionaries at Serampore. It was Dr. Marshman, one of the educational pioneers at that centre, who was instrumental in obtaining for the College of Serampore in 1827 from the Danish king at Copenhagen a Charter empowering it to grant degrees similar to those granted by the Universities of Copenhagen and Kiel. These degrees gave the possessor a certain rank in the State. The Danish monarch who conferred the Charter on the Serampore College was Frederick VI, who came to the throne of Denmark in 1815, and ruled till 1839. The story of Dr. Marshman's personal attempts at Copenhagen in this direction makes very interesting reading in his own narrative(15).

(11) Marshman, *op. cit.*, II. p. 18. (12) Marshman, *ibid* II. P. 51; Thomas *op.cit.*, pp. 24-25 ; Bomman-Behram, *Educational Controversies in India ;* p. 31. (13) Thomas, *ibid*, p. 16. (14) Marshman, *op.cit.*, II. 85-86.

Schools Before Macaulay

The Bengal Government now moved with the wind. This brings us to the second stage in the policy of the East India Company which echoed the celebrated Minute of Macaulay. But before we refer to it, we may note that by this time English schools had already been established in many parts of India, particularly in the South. We have referred above to the attempt of the Company and of the Danes in the South from 1677 till 1746. Between 1804 and 1816 a network of Missionary schools was established in South India at Vizagapatam, Ganjam, Travancore, Bellary, Madras and Ceylon; in the North at Agra, Meerut, and Calcutta; and in the West at Surat(16). In 1816 at the instigation of a Calcutta watch-maker, David Hare, a number of leading Hindus in Calcutta met to found a college for teaching European knowledge. This was the Hindu College (Vidyalaya) at Calcutta which was maintained on private contributions till 1819, when it was taken over by the Bengal Government. Thus was established the first Government College in India to impart European knowledge. It became the well known Presidency College of later times. In 1818 was established at Banaras the Jayanarain Ghoshal Charity School, which was converted later on into the Jayanarain College. It was supported partially by the Company which from 1819 onwards sanctioned Rs. 3,000/- a year for its expenses. This College provided a secondary training in English, Persian, Bengali, Reading, Writing, History, Geography and Astronomy. We have already mentioned above Mountstuart Elphinstone's plan of setting up an English school and a Medical Board at Bombay in 1821. In the same year a Hindu College was established at Poona modelled on the Banaras College, which latter had been established in 1791 by Jonathan Duncan, Resident of Banaras, and which was exclusively meant for the advancement of Hindu knowledge and culture. In 1822 Sir Thomas Munro submitted his scheme to the Directors to establish schools and colleges in Madras, where English would be taught with Tamil and Sanskrit. In 1823 Mountstuart Elphinstone shaped the educational policy of the Bombay State on Western lines through the medium of English. In 1825 English came to be taught in the Hindu College at Poona. In the same year was founded the Delhi College. And by 1826 instruction through English became a settled fact in the Madras Presidency(17). The fervour of spreading knowledge through the medium of English spread throughout the country; and Dr. Alexander Duff, who had arrived in early 1830 at Calcutta, opened a school in that city to impart instruction through English to diffuse the science and literature of Europe among Indians(18). Indeed by 1830 the ground was fully prepared for the celebrated Minute of Lord Macaulay.

English Becomes Medium of Instruction

Macaulay's Minute marks a decisive step forward in the educational policy of the Bengal Government. The

(15) Marshman, *op.cit.*, II pp.323-325. On the dates of the Danish monarch read *Cambrdge Modern History*, XI. p. 691 ; *Ency. Britt.* VIII. p. 37 (11th ed. New York 1910). Read also *Calcutta University* Commission Report, I.P.I. pp. 33-4 ; *Radhakrishnan* Commission Report, II. p. 13. (16) Thomas *op.cit.*, p. 19 (17) Thomas, *op. cit.*, pp. 25, 26, 27, 45, 46, 47,. 50, 51, and 152 ; Bomman-Behram, *op.cit* p. 18. (18) Thomas, *ibid*, p. 28.

Minute was dated 2nd February, 1835. It is sometimes questioned whether Macaulay's Minute formed the basis of the declared policy of the Bengal Government for imparting the Western type of education. The answer is definitely "Yes". This is proved by the Proclamation of Governor-General Lord William Bentinck dated the 7th March 1835, the second paragraph of which reads: "His Lordship in Council is of the opinion that the great object of the British Government ought to be the promotion of European literature and Science amongst the natives of India, and that all funds appropriated for the purposes of Education would be best employed on English education alone". Further on in the same Proclamation, we read: "His Lordship in Council directs that all the funds which these reforms will leave at the disposal of the Committee be henceforth employed in imparting to the native population a knowledge of English literature and Science through the medium of the English language: and His Lordship in Council requested the Committee to submit to Government with all expedition a plan for the accomplishment of this purpose"(19). It will thus be seen that the Government of Fort William accepted in 1835 as its declared policy the imparting of the Western types of education through the medium of the English as laid down in Macaulay's celebrated Minute.

Control by Government

While Macaulay, therefore, was responsible for giving the English language the front place in the educational system of the country, Sir Charles Wood (Lord Halifax) was responsible for stabilizing the entire system of education, and for indicating the part which the Central Government was to play in the history of education in India. Sir Charles Wood's famous Despatch on Education is dated 1854. It is significant from two points of view. First, Wood's great Despatch marked the end of the second stage in the history of European Education in India which had commenced in 1823. Secondly, Wood's Despatch commended to the special attention of the Government of India the importance and far wider extension of education, both English and Vernacular, and prescribed as the means for the attainment of these objects: (i) the constitution of a separate Department of administration for Education; (ii) the institution of Universities at the president towns; (iii) the establishment of institutions for training teachers for all classes of schools; (iv) the maintenance of the existing Government Colleges and high schools, and the increase of their number where necessary; (v) the establishment of new middle schools; (vi) increased attention to vernacular schools, indigenous or other, for elementary education; and (vii) the introduction of a system of grants-in-aid(20). In fact, Sir Charles Wood completed the edifice designed by Macaulay, and included within the orbit of the Education Department, Government of India, not only the question of administering Universities at the Presidency towns, but also that of Training Colleges, Middle Schools and Vernacular Schools throughout the country.

B. A. Saletore

(19) Thomas, *op. cit.*, pp. 35, 155, 156 ; *Calcutta University* Commission *Report*, I. p. 35; Smith,V.A. *Oxford History of India*, p. 670 (2nd ed.) Macaulay's Famous Minute is published in full in the *Calcutta University Commission Report, Volume of Indices.* (20) Thomas, *op.cit.*, pp. 16, 61, 62.

EDUCATION IN NEW CHINA

IN a world where so many examinations are held and proficiency tests have been devised, it may seem absurd at first sight to say that education is a process most difficult to judge by its results. But it is nevertheless true. To complete a course and pass the prescribed examination is education in a very limited, mechanical sense. It does not indicate, in any meaningful way, the effect of this education on all that matters in actual living, and life in its turn is subject to so many influences and circumstances and is full of such variations depending on the character and personality of individuals that it cannot be used as a yardstick or criterion. When judging systems of education, we have to fall back on principles, to consider a system good or bad according to the principles on which it is based. It is better, therefore, to be clear about the principles, to state frankly that they constitute the criterion, than to keep them at the back of the mind, and create suspicions of antagonism and prejudice. In judging their system of education we are liable to judge a whole people, and we are not entitled to do so except on grounds of principle.

In New China the aims of education have not been left vague, as they are liable to be in countries with an established liberal tradition. "After the victory of the Chinese people", the President of the Sun Yat-sen University in Canton told the members of an Indian Good-will Mission in 1951, "this University was taken over, and now we are determined to carry out the policy of the Chinese People's Government. I have just returned from Peking. We are determined to carry out the policy of our Chairman, Mao Tse-tung. When we took over this University, the first thing we did was to have all our teachers undergo a political and ideological reorientation. We have achieved good results after two years. Hereafter we will not only continue to have our chief efforts focussed on political and ideological reorientation, but also we are to study more and more of the thoughts of our Chairman. There are several points in the educational theory of our Chairman. First, education must serve our political and economic needs. In capitalist countries, education is above politics and above economics. We think this point of view is false. Therefore, our new Chinese education must serve our new political and economic ends. Our educational theory is being led by the thought of the proletariat workers, just as our whole political system is being led by the working class. Our education is for the workers, the peasants and the soldiers, because they are the mainstay of our nation. Education must be a co-ordination of theory and practice. There is a close relationship between our several faculties and corresponding government departments, so that we can co-operate in building up our New China. We want to create the objective conditions to improve the

welfare of our nation. Although we have financial difficulties, our whole University, including our teachers and students, want to carry on our mission, entrusted to us by our country. We have an excellent example in the Chinese Communist party in this respect. It has gone through many difficulties in the last thirty years, but at last it has achieved its end".

There is a strength and precision in this statement of educational policy which is most striking. The same point of view was explained to some members of the Good-will Mission in another form by Prof. Chang-Hsi-jo, a non-Communist member of the Chinest National Committee. When asked about the extent of academic freedom in China, he said that the question would have been relevant before the Liberation; it was not relevant now. As an intellectual fully dyed in the Anglo-Saxon traditions of liberation, he himself had believed in the value of academic freedom. It was something essential in a competitive society, where life was acknowledged to be a struggle for existence. In New China the question of academic freedom did not arise. Here Marxist philosophy would have to be accepted, with all its implications for the aims of education.

This attitude is not the result of a sudden change. The Ching Hua University is an illustration of how education in China has been transformed. This university was established in 1911, as a college whose capital and other expenditure was paid out of the indemnity exacted by the U.S.A. in 1900, its obvious aim was to help in the Americanisation of the Chinese intelligentsia. But students of this college participated in the May 4th Movement of 1919, and established a revolutionary tradition that was continued afterwards. In 1925, the college became the Ching Hua University and new departments were added from time to time. The revolutionary fervour of the students also increased. An anti-Japanese movement was started on 29th December, 1935, and students joined the Communist party. Shortly after the Japanese invasion, a part of the teachers and students of Ching Hua walked over 1000 miles to Changsha, carrying books and equipment with them. Those who remained behind organised a movement against the Kuomintang in 1945. A year later, the self-exiled part returned to Peking, and all that had been destroyed was rebulit by the common effort of teachers and students. Till the collapse of the Kuomintang in Peking, the university was a 'Liberated Area' in miniature.

Now Ching Hua is putting into practice the policy of the Common Program. In 1951, there were short courses for revolutionary cadres wishing to join the university, and 1600 students of the university had entered cadre schools. Several teachers had joined in the Land Reform campaign, and almost the whole body of students and teachers had participated in a propaganda campaign in the previous spring. The university had opened special classes to train students for the execution of government projects and there were 16 teachers doing research work themselves and directing research groups with a view to improve educational and organisational standards. In the hydraulic engineering section, a group of students who had undertaken to dam a neighbouring river were making preliminary experiments.

The development of a country cannot be held up out of regard for academic syllabuses. Side by side with the old institutions, transformed to meet the new requirements, new ones are being established that directly reflect the policy of the People's Government. One such institution is the Nan-fong (*i.e.* Southern) University in Canton, another the People's University at Peking, which was being built when the Good-will Mission went in 1951, but has, it is understood, now been completed.

In the Nan-fong University, the number of students, boys and girls, is about 5,000, one-fifth of whom are drawn from the rural areas. The students are selected by the government, their tuition, board and lodging is free and they are given clothes and pocket-money in addition. The social sciences form the larger part of the syllabus, which means that the primary object is to give instruction in the social and political doctrines of the People's Government.

Everything in the Nan-fong University is typical. The buildings are new, the roads are new, the trees planted along them are young. New wine in old bottles cannot be the same as new wine in new bottles. The teachers of the university are most probably party men with ample experience of applying knowledge to the different situations of life. Teaching would not be a vocation for them, but a means to an end. In the students, what strikes one most is the appearance of health and happiness. They and their minds are being drilled. There is no doubt about it. But there can be situations when drilling meets mental and emotional requirements. It is these situations that make us ponder whether a freedom that might lead to frustration because it is lacking in intellectual and moral content is more desirable than a rigid programme of mind-conditioning which gives a purpose to life and is willingly accepted.

There are other aspects in the same situation that create serious doubts. The relation between society and education is so intimate that society almost always determines the form, content as well as the aims of education. Those educators in New China who believe that they are working in the best interests of peasants and workers—workers meaning all who are not employers in the capitalist sense—should be proud rather than ashamed of the principles they follow, because the conscious identification of the individual with aims that are fundamentally social and moral is the highest kind of life, and a system of education which enables the individual to fulfil himself in society and society to fulfil itself in him is the best of all possible systems. But it always takes time for such ideals to permeate the minds of those who have become used to performing services entrusted to them without giving thought to their moral value. A process that for Prof. Chang Hsi-jo represented a great awakening would, for a man of smaller stature and lower intellectual calibre, appear to be conversion under orders from the government, because he would emphasise too much the fact of conversion and the outward changes it had produced, and make what is meant to be an idealist attitude towards education appear to be a form of organised enslavement of the mind.

I have here in mind a speech of welcome to the members of the Good-will Mission made by the President of the Yen Ching University in Peking. He said the University had been taken over

only seven months earlier. Till then it had been a hot-bed of American cultural and other interests, and only after its conversion could a line be drawn distinguishing friends from enemies. Outwardly, Yen Ching looked more Chinese than other universities. It offered courses in the Chinese classics, and had had Chinese presidents. But really it was part of "the bag of tricks with which Americans carried on cultural aggression", and "some of our teachers were cent. per cent. cultural lackeys". Speeches by some headmasters of middle and primary schools were made in the same spirit, and showed that even in an idealistic atmosphere men do not remain on the same level. Heights and depths are characteristic of the configuration of every society.

New China has come into being because of Chairman Mao's principle of theory and practice. The struggle against Japan, against the Kuomintang, against foreign intervention; the land reform, the organisation of production, even the administration of justice, all have been used as means of education by the Communist party and its political workers, by the administrators, by the Liberation Army. Now the Common Program means Education and Education means the Common Program. That is what I realised after a good deal of enquiry about the methods of adult education, the means adopted for attaining total literacy, the co-ordination of the program of industrial development with urban and rural education. The People's Government is not looking at life in parts, and is not breaking up its policy into isolated aspects. What we call education will be one of the by-products of the Common Program, which comprehends the political, economic and cultural life of the people. Adult education is not now, and perhaps will never be, something by itself. The peasants in China may not become literate in our sense of the term for another ten years, but they will be politically conscious, socially active and economically progressive, because the Common Program makes them accept certain political values, requires them to perform certain social functions to the best of their ability and to increase production to the utmost. The People's Government for its part, continuously stimulates ambition. But the ambition of the individual is given a social background and a social objective. A complete picture of the existing political and economic condition of the country and the line of development in the near future is imprinted on his mind. The concept of national progress is too big for him to twist to his own purpose, and he can only become a conscious instrument for the fulfilment of the Common Program. That is his education.

M. Mujeeb

THE TEACHING OF POLITICAL SCIENCE IN INDIA

"I tell you, friend, surgery is the oldest science," said the medical doctor. "Let there be no mistake about it. Perhaps you will recall, on no less, an authority than that of the Bible, that God administered anesthesia to the first man, Adam, causing a deep sleep to fall upon him, and pulled out one of his ribs, metamorphosing it into a woman. This is the oldest known case of surgery."

But the architect was not convinced. "Indeed," he retorted, "the removal of Adam's rib might well have been the first major operation, but that doesn't make surgery an older science than architecture. After all, God as the great Architect of the Universe, had to plan, design and create a habitable earth from the chaos which then prevailed. Surely, doctor, you will agree that architecture is the oldest science."

"Not at all!" protested the politician. "You admit that God created the cosmos from the chaos. So be it! But pray tell me, who created the chaos?"

"The politician, of course!" chorused the other two.

"Well, then, gentlemen," smiled the politician, "everyone agrees that Politics is the oldest science."

Politics and Political Science

Whatever be the veracity or worth of the above anecdote, it illustrates the type of impression which many people entertain about Politics, or more aptly, Political Science. Academically, these two terms are interchangeable; from the days of the Greek sage Aristotle of the 3rd century B.C. to the English political scientist Laski of the 20th century A.D. they have, not infrequently, been synonymous. Nevertheless to the popular mind, the term 'Politics' connotes all the confusion and catastrophes which have beset mankind from the beginning of time, all the corruption, bribery, nepotism, intrigue, wars, and other conceivable malpractices of a nefarious nature. But such diabolical delineations are never countenanced by a student of Political Science as interpretive of his subject. To him it is a noble pursuit, a science worthy of the prince and the people alike, who together compose the State, the most powerful association yet devised for promoting its common welfare through separately organized territorial communities.

Political Science: The Study of the State

The State has its own objectives and a set of philosophies which furnish the *raison d'etre* for them. So, too, the State, like any other association, has a constitution and an organization of its own. That organization is the government, which for all practical purposes exercises an authority superior to and directive of all other authorities within its territorial jurisdiction. This sovereignty or supreme power of the

State regulates through its orders or laws the external conduct of its people; it enables them to enjoy safe and secure conditions of life by exercising their freedoms adjusted through laws; and it carries on externally its relations with other entities like itself. Because of these and other circumstances, Political Science in ancient India was called the *Arthashastra,* "the science of the commonwealth", or *Danda-Niti,* "the principles of government". To such high eminence had the credit of this science been advanced through the ages that Somadeva Suri, the author of *Nitivakyamrita* of the 10th century A.D., saluted the State as "the tree of *Dharma* and *Artha*"—a thought that dates back to Shukra of perhaps the 3rd century B.C.

The Greek philosopher Plato pointed out that "cities (States) will not cease from evil until kings are philosophers or philosophers are kings". Aristotle held that "if all communities aim at some good, the state or political community, which is the highest of all, and which embraces all the rest, aims at good in a greater degree than any other, and at the highest good". These salutary characteristics have always justified the teaching of Political Science to the young people in the colleges and universities of the world. It prepares them for intelligent and effective citizenship, for definite service to their country in its executive, legislative and judicial spheres, and for raising the ethos and morale of the whole nation through their collective, corporate and common endeavours in the social, economic and cultural fields. It is in this way that they strive together to realize the perfection, to the extent perfection is possible in an organized human setting, of the personality of the individual; and thus to win for their State a recognized status of respect and responsibility in the society of States, "the Family of Nations".

Political Science in India: Our Heritage

It is not always remembered that India has made quite significant contributions to Political Science. The great Sanskrit scholar, Max Muller, thought that religion and philosophy were the only subjects in which "the Indian mind found itself at liberty to act, to create, and to worship". But Dr. Jayaswal points out that: "The Hindu race has experimented in great and various systems of state and political machinery". The *Vedas,* dating between 1500-500 B.C., the Artha-shastra of the 3rd century B.C., the *Shantiparvan* of the *Mahabharata,* dating back to 500 B.C.-500 A.D., and various other *Sutras* and *Shastras* like the famous *Manava Dharma Shastra* and certain Buddhist works like the *Jatakas,* supply us with sufficient information on the different types of polities that functioned in India for nearly thirty centuries, "a career longer than that of all the polities known to history". Further research may yield evidence on whether or not these ancient works formed part of the discipline of the average young man in the early days of our civilization. Perhaps, we may be right in concluding that at the *Vishwa Vidyalayas* (universities) of Nalanda and Takshashila (Taxila) Political Science may have been taught on the basis of these writings.

The establishment of the British Empire in India precipitated the demand for clerical assistants to man the various government offices. Some of these men had to be tutored in the use and significance of British political

terminology. Later on, the creation of the Indian Civil Service, indisputably one of the finest civil services the world has ever seen, made the need obvious for some at least of the civil servants to have a wide knowledge of political theory and organization, with special reference to and emphasis on English political thought and practice. But every Indian aspirant to the civil service could not go up to Oxford, to Cambridge or London for his training. Moreover, there were apprehensions about the advisability of politically equipping large numbers of young Indians, as such a procedure might ultimately spell insecurity to British supremacy in India. Nevertheless the British government, nurtured in democratic traditions from Anglo-Saxon days, finally consented to the teaching of Political Science in the Indian universities, some four decades ago.

Present Teaching of Political Science

The earliest collegiate level at which Political Science is offered in India is the Intermediate Arts classes. Here the subject is introduced as Civics, consisting of such topics as the origins of Society and State, central and local governments, citizenship, and matters of local administration like sanitation and public health. A very general survey of the Indian constitution is also given.

At the next stage, in the B.A. classes, a student proceeds to do certain general courses on the State, theories of its origins, nature and structure, sovereignty, law, liberty, rights, and the purposes of the State, as outlined by various schools of political thought, ranging from Idealism to Anarchism. In addition, a course is usually offered on the constitutions of various countries, including India. But these courses are not everywhere uniform.

The third stage is the Master's. Here political theory and its history are studied in general, along with a critical study of one or more original thinkers like Plato. Aristotle. Machiavelli, or others. At the present time, provision exists in several Indian universities for specializing in ancient Indian political thought and practices. Unfortunately most teachers of Political Science in India are men without any working knowledge of Sanskrit or Pali, so that research in this field is still far from extensive. Perhaps, Sanskrit or Pali or both ought to be introduced at the M.A. stage so that advanced research in Indian political thought would be possible after the B.A. degree. Such a study seems essentially, though perhaps not exclusively, a particular responsibility and privilege of our own people.

Besides the subjects already mentioned at the Master's level the student has the opportunity of studying Public Administration, Public Finance, International Relations, International Law and Diplomacy, and International Organizations. Here, again, there is no uniform set of subjects or standards for all the universities. In these fields which require teachers with advanced training, the teaching on the whole appears unsatisfactory. This is understandable; the opportunity for Indians to use International Law and Diplomacy in a practical sense occurred only with Indian independence just over five years ago. But from now on any indifference to the teaching and to research in these subjects, in which there are "chairs" in British, European and American universities, may result in a harmful paucity of efficient personnel for our foreign and diplomatic services. This situation should solicit the attention of our government.

In some universities a B.A. Honours course is provided in lieu of a Master's, *i.e.* after a certain period subsequent to passing the Honours examination, a person becomes a Master of Arts without further study or examinations. Other universities, however, require for the M.A. a regular two years' course of study after the B.A. Honours degree.

The final stage is the Doctorate in Philosophy, the Ph.D. degree. This in India is given exclusively on the basis of a thesis written after satisfactory research.

Statistics of Universities and Students

Of the 30 universities in India, 15 have Departments of Political Science. Annually between 3000—5000 students take post-graduate courses in this subject. In addition, there are large numbers taking Political Science for the B.A. or B.A. Hons. degrees, not to mention those who study certain courses in the subject under the departments of History, Economis. Sociology, and Law. Add to these the many who take Civics in the Intermediate classes in the 600 or more colleges in our country, and we have a large over-all total of students who get some smattering of Political Science during their academic career.

Problems of Teaching Political Science

There are several serious problems which confront the teaching of Political Science in India today. The first is the dearth of adequately trained teachers. There seems to be a partially erroneous notion in our country that any social scientist is good enough to teach Political Science at any level, even to direct research although he himself may have done no research. No one would insist that only a specialist in Political Science should ever be permitted to teach that subject. Stirring events like the "French Revolution from the Fall of the Bastille to Waterloo; the English Revolution from Eliot, Pym, Hampden, Oliver Cromwell to Naseby and from Naseby to William and Mary; American Union from the Philadelphia State House in 1776 to the Appomattox Court House in 1865; Democratic Ordering in England from the Reform Act of 1832 to the Parliament Act in 1911"; the Industrial Revolution from the 18th century to the present day—the bourgeois-proletariat struggle; the Independence of India from the Mutiny of 1857 to the Sovereign Democratic Republic of 1947—these have a powerfully political, economic, historical, social and psychological content. Consequently a thoroughly competent historian, economist, lawyer or philosopher may be entrusted with teaching and guiding research in Political Science, provided such research is confined to those parts of political Science to which these are related. In return, a political scientist may render a similar service in the fields of History, Economics, Law or Philosophy; but these present exceptional circumstances. It seems desirable, therefore, that a person who enters the portals of teaching, whether it be teaching Political Science or Pottery, should do so only on presentation of at least an authentic diploma testifying to his training and competency in that particular subject. This observation is elicited by reports that in certain university departments persons are placed in commanding positions who do not hold even a single degree in the subject which is the special charge of those departments. If this is true, it is unfortunate. Where efficiency in the subject is sacrificed, teaching and research at higher levels are bound to be of mediocre consistency.

Teachers' Preparation

There is a further aspect to this problem. This concerns the type of preparation which a prospective teacher receives at the doctorate level. In India the rules for a doctor's degree in the social sciences appear to be comparatively simple. After the M.A. degree, a candidate selects, in consultation with the Head of the Department of Political Science, a subject of research to be pursued under a supervisor appointed by the relevant university authority. The results of the research are subsequently co-ordinated as a thesis. If the head of the Department is satisfied that the thesis merits consideration, it is recommended to the university for appropriate evaluation. The university thereupon appoints competent examiners, usually two or three, to assess independently the merits and demerits of the thesis. If it secures their approbation, the degree is awarded. Such appears to be the general practice in India.

On the other hand, in some foreign universities, noticeably in the United States, the preparation for a doctorate degree is far more intensive. One may well note the salient differences in the American system. Ordinarily, the candidate for the doctorate, after securing his Master's degree, has to register as a resident student for a period of two years and attend regular classes in the general field of his study, whence in due time he should select, in consultation with his teachers, a special subject for research. Not long after his registration he should pass examinations in at least two European languages, other than his mother tongue. Subsequently, when the candidate entertains sufficient confidence of his success, he should request the university authorities for an examination in the general field of his studies. This ordeal is strictly individualistic, held for that particular candidate alone. It may be written or oral. In the latter case the candidate would be examined by a team of university professors, sometimes along with experts invited from outside for the occasion. Five to seven inquisitors may be present, and the examination may last for three or more hours. If the candidate survives this grilling, he has cleared his major hurdle, and can now proceed to complete and to submit his doctoral dissertation. This research product has to be defended; so another examination is held when the candidate is ready. Again professors with profound research experience and others with expert knowledge of the field covered by the thesis will surround the candidate to ascertain if he has done the necessary research, if it is his original work, if he has utilized all the available materials on the subject, and to evaluate his ability to defend and establish the conclusions or thesis he has drawn from his research—in brief, to test his knowledge and integrity in his particular subject. This done, the degree is conferred at a later date. With differences in minor details, this procedure appears substantially the same in all the well-known American universities like Columbia. Harvard, Yale, Chicago, Michigan, California and others.

In India we have none of the tests above described, namely, the language requirements, the courses of studies, the general examination. and the defence of the thesis. In spite of the unwarranted criticisms about American degrees, so unfortunately circulated in India, one must in a spirit of *uberrima fides* admit that the training acquired

in securing an American doctorate is much more beneficial for a prospective teacher than the type offered by our own universities at present.

Other Problems

A second problem here in India is that of inadequately equipped libraries, especially in the fields of International Law, Relations. and Organization. Books on political theory and political organizations are fairly well supplied, but even these are not sufficient on the countries of the Far East, the Middle East, the Near East, Latin America and Africa. In many cases our libraries lack up-to-date works on the countries of the Commonwealth. The major cause for this lacuna in our educational facilities is that the colleges and universities have insufficient funds of their own, and are not receiving requisite financial assistance from any other source, public or private.

The third problem is the utter lack of correlation between the two or three years of college or university teaching and the final university examination. An indifferent or recalcitrant student manages his requisite percentage of class-attendance by questionable means. and enjoys a frequent holiday, trusting that university examinations are "lotteries", and that classes do not matter very much. Notions of this description seem almost universal among students. Surely, they tend to water down the warmth of relationship between the student and the teacher, and thus to vitiate the whole sphere of discipline! If class work could be correlated with the results in the university examinations, these unpalatable situations might perhaps be averted, and a fairer assessment of the student's ability would be obtained. Instead, one is forced to read of students who as a result of failures, often least expected, commit grave wrongs to themselves, to their families and friends and to society at large. It is high time that the whole field of examinations be subjected to a searching scrutiny.

A fourth problem is the scarcity of scholarships to encourage the study of Political Science. This subject, being somewhat new in India, particularly in its international aspects, requires real encouragement, considering that we have realized our political independence only recently. Subjects like history, economics, law, philosophy, etc., have had a much longer patronage from governments as well as from private benefactors. While such assistance should not be rescinded, Political Science as the science of the State should obviously secure State support if it is to be more serviceable to State and society alike.

Recently a theory has been in circulation that Indian students need not be sent to foreign universities at government expense to specialize in the social sciences. However relevant this opinion may or may not be to the other social sciences, certainly in respect of Political Science it is imprudent. In a land where specialists in Political Science are distressingly few, there is imperative need to send our men and women, carefully selected by our government, to specialize in every sphere of political education.

The last problem is the difficulty of attracting talented young men and women to the field of teaching Political Science. This observation is valid for the general sphere of teaching, irrespective of the subject, the alleged reason being that education as a pro-

fession is not remunerative enough—this point need not be overemphasized. One factor, however, solicits special mention: there has always existed a belief in our country that education is the highest form of wealth. So it is. An uneducated citizenship is anathema to democracy, if by democracy we mean, in the words of Viscount Morley, a "government working directly through public opinion". How can a well-balanced public opinion on any matter of importance to the people of the State be formulated by an uneducated mass of mere humanity? Where the citizen is not inspired to contribute his share of reasoning in the creation of a political atmosphere congenial to the promotion of common welfare, he is either indifferent to or ignorant of his position and responsibility in a State like our own which is a "sovereign democratic republic". The duty and, indeed, the privilege of stimulating the interest of the citizen in the affairs of his country belongs to leaders, and teachers who in turn should receive necessary training in their subjects and encouragement from the government. That our constitution, for example, is a charter of political and social democracy has yet to percolate into the minds of our people. That our Five-Year Plan, under the leadership of our able and far-sighted Prime Minister, is a positive and potent instrument for economic democracy has yet to be appreciated by our uneducated masses. But they are incompetent readily to do so today because they are not disciplined to think politically, to visualize that membership in the State is something politically active, socially constructive and vitally personal; that, as our Prime Minister most lucidly stated last year, the policy which the Government pursues "becomes something infinitely more than the policy of an individual or a party, it becomes in a real sense, a national policy having its roots in the way of thinking of the people".

This thinking would be more realistic and continuous if, through political education, the people are persuaded that democracy is a way of life designed to operate within a range of political and economic opportunity and social equality for all. That is the significance of the concept of India as a welfare State. Life in the State, therefore, is the *sine qua non* of social existence and individual progress, for as Aristotle said, it is only "a god or a beast" that can live without the State.

C. J. Chacko

A ROUND-UP OF IMPORTANT RECENT ACTIVITIES OF THE MINISTRY OF EDUCATION

Expert Committee appointed to advise Government on Establishment of New Universities

A Committee of Experts was appointed by the Government of India to advise them on the establishment of new Universities in general and of the Madhya Bharat University in particular. The Committee consisted of the following members:—

(1) Mr. Humayun Kabir, Member (Convenor), Additional Secretary to the Government of India, Ministry of Education.

(2) Mr. N. K. Sidhanta, Member, Union Public Service Commission.

(3) Dr. K. S. Krishnan, Director, National Physical Laboratory of India, New Delhi.

(4) Dr. V. S. Krishna, Vice-Chancellor, Andhra, University, Waltair.

(5) Shri P. Gangulee, (Secretary), Under Secretary to the Government of India, Ministry of Education.

The Committee held its meeting on Tuesday, the 14th July 1953, in the Ministry of Education. It resolved that since the question regarding the establishment of the New Universities had been examined by the University Education Commission, no fresh enunciation of principles for the establishment of the new Universities was necessary. The Committee agreed generally with the recommendations of the University Education Commission in regard to the conditions to be fulfilled before a new University should be set up.

With regard to the specific issue of the establishment of a University for Madhya Bharat, the Committee recommended that the claim of the State of Madhya Bharat to have a University of its own was justified and suggested that the proposed University might be of a Federative type. The Committee also made certain recommendations regarding the location of the headquarters of the proposed University and of its various Faculties. The report is under consideration by the Government of India.

Appointment of a New Vice-Chancellor of the Delhi University

On the recommendations of the Committee constituted in accordance with the Statutes of the Delhi University, the President, in his capacity as the Visitor of the University, approved the appointment of Dr. G. S. Mahajani, as Vice-Chancellor of Delhi University. Dr. Mahajani assumed charge of his new post on July 1st, 1953.

Committee on Rural Education at Collegiate Stage

The Rural Education Committee of the C.A.B.E. met on April 6th and 7th, 1953 under the Chairmanship of Dr. Zakir Husain. The Report of the Committee has since been finalised and will be placed before the C.A.B.E. at its forthcoming meeting.

Nirmala College, Delhi

Nirmala College, Delhi, which was hitherto run by the Delhi Jesuit Educational Association, is now being managed by an *ad hoc* Committee set up by the Delhi University, as the Jesuits decided that they would no longer run the College. It has been decided that the College should continue for a further period of two years commencing from July 18, 1953. The *ad hoc* Committee to run the College consists of four members, including the Chairman, nominated by the Delhi University Executive Council, two members nominated by the Government of India, two members representing the teaching staff of Nirmala College and the Principal as ex-officio member.

Hindi Scientific terms

Hindi Scientific terms for the use of High Schools prepared under the guidance of the Board of Scientific Terminology, have been tentatively finalised. These terms have now been issued in a printed form, to the public for comment.

Propagation and Development of Hindi

Preliminary approach to this object has been made by the Hindi Shiksha Samiti, under whose direction several sub-committees have discussed various plans for the propagation and development of Hindi. Hindi classes have been opened for employees of the Central Secretariat. The first examination was held in March last, in which 36 passed out of 38.

Five-Year Plan of Educational Development

With a view to the speedy attainment of universal and compulsory education for all children up to the age of 14 as envisaged in the directives of the Constitution and for the expansion of facilities for Social Education, the Government of India are examining the question of giving financial assistance to State Governments for their schemes of educational expansion. The State Governments have been requested to submit their schemes on this subject.

Schemes have been formulated for the promotion of projects relating to Vocational Guidance, Bureau of Text-Book Research and the Production of literature for Basic and Social Education, and are at present being examined by the Ministry of Finance.

Social Education

The Government of India have decided to conduct with the financial assistance of the Ford Foundation, four literary workshops for training promising teachers and writers in the art of writing for neo-literates. The first of these workshops, started at Janata College, Alipur, Delhi, from 1st August, 1953 and will last for a month. The three other workshops will be held in Eastern, Western and Southern regions of the country so as to cover most regional languages.

Social Welfare Board

In accordance with the recommendations of the Planning Commission, the Cabinet has set up a Social Welfare Board which will function under the administrative control of the Ministry of Education.

The main function of this Board will be to advise and help voluntary social welfare organisations throughout the country in maintaining and developing their existing programmes and to integrate them in the general pattern of the First Five-Year Plan.

The first meeting of the Board was held on August 12th, 1953. Mrs. Durga Bai Deshmukh was nominated as Chairman of the Board. Maulana Abul Kalam Azad, Minister for Education, inaugurated the meeting.

Indian National Committee on Early Childhood Education

The Government of India have set up an Indian National Committee on Early Childhood Education, consisting of ten non-official members with a view to giving due attention to early childhood education in the country, and to provide encouragement to voluntary bodies working in this field. The Committee held its first meeting on the 28th and 29th April, 1953 at New Delhi and formulated its programme of work.

Secondary Education

The draft Report of the Secondary Education Commission has been discussed and finalised. It is now in press and is expected to be published shortly. The Report will be placed for consideration before the Central Advisory Board of Education at their next meeting at New Delhi in the first week of November, 1953.

The Summer Camp for Secondary School Headmasters and Inspecting officers organised by this Ministry in cooperation with the the 27th June, 1953. It proved a great success and helped in the exchange and dissemination of new ideas for the improvement of Secondary Schools. The State Governments have now been asked to organise regional camps on similar lines.

The Government of India have approved the project of the comparative study of Secondary education and Teachers' Training in several countries under the auspices of the Ford Foundation.

The full team of educators will comprise, in addition to four Indian members, two Americans, one Scandinavian and one Englishman. The team will visit secondary schools and study methods of training secondary teachers in Denmark, U.K., U.S.A.. and India. Thereafter, the group will prepare a report, setting out recommended policies and lines of action for the improvement of the technique of secondary education in India. The expenditure in this connection will be borne by the Ford Foundation.

Educational Projects

In addition to the two Ford Foundation Projects mentioned under the heading "Secondary Education" the following projects proposed to be implemented through the

Ford Foundation funds, are under consideration by the Government of India:—

(i) Orientation programmes for Headmasters and Inspectors.
(ii) Conferences or University and Secondary Education Commission Reports.
(iii) Statewise experiment in the advancement of Educational and the Bureau of Educational Research.
(iv) Integrated University courses.
(v) Model village schools in community development projects.
(vi) Encouragement of Rural Higher Education.

Audio-Visual Aids

The Ministry has set up three film units in the Films Division of the Ministry of Information and Broadcasting, Government of India, Bombay, for the production of educational films. It has been decided to produce 12 films this year. The films will be mainly on subjects related to class-instruction and social education, but will also include a few entertainment films for children.

The Ministry is also examining the question of obtaining some of the best films produced in any country of the world on the basis of exchanging negatives of the documentaries produced in India.

The loaning system in the Central Films Library of the Ministry has recently been reorganized in order to provide for advance booking of films required by the member institutions spread all over the country.

Training Course by Unesco

Details of the work done by 15 artists, writers and photographers who took part in the recent India-Unesco training course in audio-visual aids in Delhi and Mysore, have been communicated to the States who sponsored them with the suggestion that proper use should be made of their trained talent in developing visual aids.

Gift of Radio Sets from Norway

On 16th July, 1953 a formal ceremony was held in the room of the Education Minister at which 105 Norwegian radio sets were handed over by the Charge d'affaires for Norway in India to the Minister who in turn handed over by the *Charge d'affaires* for Delhi. The consignment of radio sets is proposed to be distributed in the villages of Delhi State that have no such sets at present.

Unesco Fellowship

Mr. Yousef Hamdan El. Fahid, a Unesco Scholar from Iraq, arrived in Delhi on July 1st, 1953 to commence a two months' study tour in Social Welfare. He spent the month of July at Delhi under the guidance of the Directorate of Education, Delhi State, Delhi, and Jamia Millia Islamia, Delhi and in August proceeded to Madhya Pradesh to work under the auspices of the Hindustani Talimi Sangh, Wardha and Social Education Department of the Madhya Pradesh Government, Nagpur.

Anthropological Department

During the period under review, the important activities of the Department have been:—

A paper on acculturation among the Kanikkars of Travancore and a preliminary note on the Birjias of Palamau were completed. Considerable progress has been made on two other social papers, viz. on Social Organization of the Kanikkars of Travancore and on the Birhors of Palamau.

A report on identification of the animal remains excavated from Hastinapur was completed. Considerable progress has been made on the identification of the animal remains that were excavated from Harappa's pre-historic sites. A somatometrical paper on Racial Affinities of the Hill tribes of Travancore was completed.

Biometrical reduction of the somatometrical data particularly of the following, viz., the non-Brahman of Bihar, certain caste people from District Hoogly, West Bengal, and data on dactyliar distances of the Bengalees of West Bengal and of Panyans and Kurumbaus of South India, has been completed.

Several pre-historic bones, particularly the human remains excavated from Mohenjodaro, Harappa and Sanur in Madras were chemically treated and reconstructed. Apart from these, earths were removed from within the skulls and long bones in order to save them from gradual corrosion due to the presence of saltpetre and other corrosive substances mixed with the earth.

In connection with the study on "Growth and Maturity" of Indian children, data was collected from certain villages in the District of 24-Parganas. The children born during the months of April, May and June were subjected to somatometrical measurement and radiological examination with X-ray skiagrams. Osteometrict study of the human hand bones from radiographs is being continued.

Rearrangement of the ethnographical specimens in the Gallery on a regional basis is being continued and several ethnographical specimens and more particularly the musical instruments and specimens made of leather, were chemically treated.

A short Guide Book of the specimens in the Ethnographical Gallery is being prepared.

A chemical analysis was carried out to determine the amount of protein and mineral content of some roots and tubers collected from Travancore.

Interesting data on Bavelas tests was collected, particularly from the rural and the industrial areas of West Bengal and a report on these studies was completed.

Data on social psychology tests, especially on Rorschach tests that were collected from the Abor and the Galongs of Assam, are being analysed. Analysis of the data of the health survey that was carried out among the Abors is being continued.

A scheme was submitted to the Trustees of the Indian Museum for the betterment and modernization of the Ethnographical Gallery.

A biblography is being prepared on published papers and researches on Indian Anthropology during the period 1940-50.

Several new scientific periodicals and books were added to the Departmental Library and the subject index of these periodicals and books was prepared.

ARCHAEOLOGICAL DEPARTMENT

Northern Circle, Agra

The Expanded Advisory Committee for the Conservation of the Taj Mahal recommended that levels of 102 Bench Marks carved on the floor of the Taj Buildings and the verticality of the minars should be checked every ten years or after every earthquake and subsidence.

The first series of levels was taken in 1940-41 by the Survey of India and completed in the following year. These levels have been checked now again by the same office during the year 1952-53, and the new results recorded do not indicate any appreciable change.

Eastern Circle, Calcutta

In June, 1953, Shri B. B. Lal, Superintendent, submitted a report, supported by field-notes and photographs on the famous Chausath-Yogini and other temples (9th-10th century A.D.) at Ranipur Jharial and Titlagarh, District Balangir; the Khichingeshvari temple (11th-12th century A.D.) at Khiching, District Mayurbhanj; and the site of Ajodhya (9th-10th century A.D.) in District Balasore. These monuments seem to be of national importance.

Mid-Eastern Circle, Patna

In Bihar, repairs to the monuments at Nalanda, Kumrahar and Rohtasgarh were carried out during the period under review, while in Madhya Pradesh steps were taken to conserve the newly excavated remains at Tewar (ancient Tripuri) near Jabalpur.

Indian Museum, Calcutta

During the quarter ending 30th June, 1953 the Archaeological Section, Indian Museum has been trying to acquire a number of sculptures and inscriptions for display in the galleries. Three inscriptions in Arabic and one in Persian from District Hoogly and Burdwan respectively were read and examined. Two sculptures from District Bankura, one of an Anantasayi Vishnu and the other of Vishnu in Varaha Avatara, of the mediaeval and early mediaeval periods, were also examined and are, if possible, being acquired for the galleries of the museum.

Central Asian Antiquities Museum, New Delhi

Work at various Museums was continued satisfactorily so far as the accession, display and labelling of the antiquities is concerned. For the Nalanda Museum, a comparatively small Guide Book has been prepared for the benefit of visitors. The Preservation Branch has undertaken preservative work in respect of antiquities of the various Museums of the Department as well as the Bharat Kala Bhavan Museum, Benaras. Fragile manuscripts have been preserved and chemically treated. The setting-up of the the Central Asian Antiquities Museum is in progress.

Preservation of Paintings

The Chemical Branch of the Department of Archaeology has been engaged in interesting and important work of preservation of paintings of Tambekarwada, Baroda, and Virbhadra Temple at Lepakshi in Anantapur District. The wall paintings of Tambekarwada, datable to the late eighteenth/early nineteenth century have been executed in oil colours. The total painted area is nearly 2,500 sq. ft. (Chemical treatment of oil paintings is an extremely complicated and highly specialised work, and the Chemical Branch has been working intensively on these paintings with a view to clean them and preserve them from further damage). Colour transparencies of the treated and

untreated panels have been prepared during the course of their preservation and these records demonstrate clearly the striking results obtained so far.

The Virbhadra temple at Lepakshi contains extensive paintings datable to Vijayanagar times and they present Vijayanagar Mural Art at its best. The paintings are being carefully treated and preserved and photographic records and drawings are being prepared for future guidance and reference.

The Brihadeswara temple at Tanjore contains extensive murals datable to 10th-11th century and 17th-18th century. Their chemical treatment and preservation has continued over the last seven years and a large number of photographs and colour transparencies have been prepared.

The primitive rock paintings in the Adamgarh quary at Hoshangabad and Dorathy Deep and Baina Beri shelters at Pachmarhi have been systematically treated and preserved. The stucco reliefs of Nalanda Stupa site No. 3 have been subjected to elaborate chemical treatment with a very effective preservative, Methyl-metha-orylate which has been found to be admirably suited to the preservation of flaking and powdery surfaces and the consolidation of exfoliating and spalling stone and stucco. This preservative has been used on the sculptures of Kanheri Caves for their preservation.

Ancient Indian Ceramics

A systematic investigation into the problem of ancient Indian ceramics has been initiated in the laboratory of the Chemical Branch. As a result of this research, a paper entitled "Studies in Ancient Indian materials and Industries—A Pottery Glaze of Kushana Period from Khokra Kot Mound" was published in the January issue of Current Science. An article on "Glass in Ancient India" will shortly be published.

CULTURAL ACTIVITIES

An 'India-American Cultural Week' was organised by the Indian Consul-General in New York beginning from the 6th April, 1953 in order to promote better cultural exchanges with America. A sum of $ 850 was sanctioned by this Ministry for the purpose.

A set of 100 paintings representative of the work of primary school children in India, was sent to Prof. Volpicelli of the University of Rome to organise an exhibition of Indian Primary Schools at Rome in April, 1953.

It was decided to send an Indian Art Exhibition to U.S.S.R. and some of the Scandinavian countries during the month of July, 1953. A sum of Rs. 70,000 was sanctioned to the All-India Fine Arts and Crafts Society, New Delhi, to organise this exhibition. The exhibition has left for the U.S.S.R.

It has been agreed in principle that the Exhibition of Indian Art which is now in the United States of America should, before returning to India, cover Canada. The Ministry is considering a proposal to send either this Art Exhibition, or to give suitable financial assistance to another exhibition, to cover some countries of the Middle East or South America.

Maulana Abul Kalam Azad, Minister of Education, has been re-nominated by the Government of India as President of the Indian Council for Cultural Relations, New Delhi, for a further period of three years with effect from 25th March, 1953. The Government of India have also nominated Kaka Saheb Kalelkar as the Vice-President of the Africa Section of the Council for a period of three years with effect from 30th April, 1953.

After giving performances at Bombay and Calcutta, the Iranian Ballet, organized by Madame Nilla Cook, completed its cultural tour of India by giving performances at New Delhi, for a week commencing 22nd May, 1953. The Ballet was given some financial assistance by the Indian Council for Cultural Relations.

Another set of five teachers has been selected for service in Afghanistan. These teachers will leave for Afghanistan sometime in September, 1953.

Books on various aspects of Indian Education, Philosophy, Culture etc. were presented to the Arab State Fundamental Education Centre, Cairo, Ramakrishna Library, Fiji, and the Public Library, Colombo. Arrangements are being made to send some microfilm copies of Arabic and Persian manuscripts to the Franco-Iranian Institute, Tehran. Books will also be presented to the Okura Human Science Institute, Yokohama, Japan; Uppasala University, Sweden; Pukekohe High School, New Zealand; Seokolah Landit Umum School at Den Pasar (Bali); and books for use by Indian Settlers in Reunion Island in Mauritius.

Establishment of National Art Gallery and Sangeet Natak Akadami

The National Gallery of Art, has been established at Jaipur House, New Delhi. Dr. H. Goetz has joined as Curator of the Gallery.

The headquarters of the Sangeet Natak Akadami (Indian Academy of Dance, Drama,

and Music) inaugurated by the President on the 26th January, 1953 has been located at No. 9 Queensway Lane, New Delhi.

C.A.R.E.

44 gift packets of books were despatched to various institutions.

NATIONAL ARCHIVES OF INDIA

This Department is concerned primarily with the custody, care and preservation of the records of the Government of India. It must make such records accessible for administrative reference and historical research.

Nine volumes of typescripts and manuscripts and 36 maps which supplied the material for Vol. II of *Historical Records of the Survey of India* were received as a gift from the author, Col. R. H. Phillimore, C.I.E., D.S.O. The map collection has been named "The Phillimore Collection of Maps".

As a preliminary to the preparation of the Summary Inventory of the Pre-Mutiny records, re-checking of the volumes has been undertaken, and 630 volumes have been re-checked. The study of organizational changes of the Home Department was continued. Those of the Punjab States Residency and the Political Agencies dealing with States of the Eastern States Agency, were begun.

6,898 requisitions from various Ministries and Research Scholars were dealt with. 80 Research Scholars consulted records in the custody of the Archives.

1,642 sheets belonging to the Visva Bharati University, including many writings of Rabindra Nath Tagore, and one colour painting belonging to Shri Gulab Chand Jain, Delhi, were repaired. Advice on the methods of tissue repair was given to the Deputy Director, Archives and Libraries, Government of Pakistan.

The problem of removal of yellowed tracing paper from brittle and fragile documents, without causing any damage to the documents, was taken up in the Research Laboratory. It was found that strengthening a document with tissue paper and cellulose acetate adhesive on one side, facilitated the work. This process is now being successfully applied on a large-scale.

Five Volumes of the Secret proceedings of the Foreign Department for 1798 and some manuscripts of Dr. Rabindra Nath Tagore were microfilmed and service was rendered to various State Record Offices, individuals, learned institutions and foreign agencies including the Directorate of Archives, Mauritius, and Food and Agriculture Organisation of the United Nations, Rome.

Seven trainees who joined the one-year Diploma Course in Archives Keeping, completed their training in Records Administration, and are now being trained in indexing.

Dr. B. A. Saletore, Secretary, Indian Historical Records Commission, attended the Second International Congress on Archives held at The Hague from 15-20 June 1953 on behalf of the Commission.

NATIONAL MUSEUM, NEW DELHI

The National Museum continued to show steady progress in the collection and dissemination of knowledge. It was visited by 17,150 persons from almost every corner of India during the period that the Indian Railway Centenary Celebrations tickets were issued. The heat of summer notwithstanding, its popularity remained undiminished.

Amongst the collections so far received, mention may be made of two Naga drums presented by the Hon'ble the Prime Minister, and two Naga head-dresses purchased by him especially for the Museum: one portrait of Maulana Abul Kalam Azad made with pieces of textiles by Artist Shri Bhau Rao Samarth. One of the most priceless relics of antiquity is a manuscript of *Quran Sharif* purchased from Sri A. Baghwala, Jama Masjid, Delhi, written in *Mashriqui* variety of *Naksh* script and copied probably in this very city in the reign of Emperor Bahlol Lodi. (The *Mashriqui* script derives its name from a city in the 15th or 16th century of the Christian era, when Europe was dominated by Islam). A Manuscript of the *Quran Sharif* translation into Persian by Shah Mohammad Wali, reputed to be a rare manuscript, has also been acquired. The ruling family of Jodhpur has presented the Museum with seven historical portraits of the previous rulers of the State.

National Library, Calcutta

The Government of India issued during the period under review a circular to all State Governments (excluding Jammu and Kashmir) directing them to demand from all printers two extra copies of each book printed or lithographed in India to be delivered, one to the Parliament Library and the other to the Librarian, National Library, Calcutta. Thus, in future the National Library will be the repository of a copy of every book printed in India.

The National Library has offered facilities for holding the 16th Summer Training Course of Librarianship conducted by the Bengal Library Association. This class started in the first week of May, 1953.

The Library participated in an Exhibition held on the occasion of the 10th All India Library Conference at the Osmania University, Hyderabad. Among the exhibits from this Library were some rare books, documents, periodicals and photographs of library architecture and activity from all parts of the world.

Extraordinary Session of the General Conference of Unesco

The Government of India participated in the Second Extraordinary Session of the General Conference of Unesco which opened in Paris on 1st July 1953. The Indian Delegation was led by Dr. S. Radhakrishnan, Vice-President.

An important item on the Agenda was the consideration of the Report of the Seminar, held at New Delhi in January, 1953 on the Contribution of 'Gandhian Outlook and Techniques to the solution of Tensions between and within Nations'.

Establishment of International Advisory Committee on Scientific Research—Meeting of the Working Party

Unesco convened a Conference of Directors of National Councils and Centres of Scientific and Technical Research to consider the establishment of an International Advisory Committee on Scientific Research in Paris on 6th and 7th July 1953. The International Advisory Committee, when established, will advise the Executive Board and the Director-General on the programme of Unesco in the field of Natural Sciences with particular reference to the establishment of International and regional centres for research and co-ordination for such scientific problems as those concerning Arid Zones, Humid Tropics and Oceanography, and the promotion of cooperation between the National Council and Centres of Scientific and Technical Research in the fields of common interest.

Dr. S. S. Bhatnagar, Director, Council of Scientific and Industrial Research, represented India at this Conference.

International Conference on Public Education

The Sixteenth International Conference on Public Education was held in Geneva from 6th to 15th July 1953. The Conference was convened jointly by Unesco and the International Bureau of Education. The major topic for discussion on this occasion was the training and status of primary teachers. Study of these questions forms part of Unesco's long-term programme for the gradual application of the principle of free and compulsory education. The Organisation also recognizes that the essential factor in any campaign for the full enforcement of compulsory education consists of the teachers themselves. The Conference examined the progress of education in the various countries of the world, and exchanged information in various educational schemes, pilot projects and steps taken for the improvement of education. The Government of India submitted a report on Education in India for the year 1952-53 to the Conference.

Dr. S. S. Bhatnagar and Dr. A. M. D' Rozario, Secretary, Education Department in the Office of the High Commission, London, represented India at this Conference.

Unesco Expert Committee Meeting

Unesco invited Mr. K. G. Saiyidain, Joint Secretary, to serve on the Expert Committee to study and report on "The Principles and Methods of Education for living in a world community". The Government agreed to this nomination. The Committee was held at Unesco House at Paris from 15th to 25th July, 1953.

Seminar on the Teaching of Social Sciences

During the 7th Session of the General Conference of Unesco, the following Resolution was passed:—

> "The Director-General is authorised to encourage social science teaching in Universities and secondary schools, emphasising the contribution that such teaching can make to human progress and to education for living in a world community."

In pursuance of this object, Unesco is undertaking a number of activities in 1953 and 1954; one of which is the organisation of a Regional Seminar on the 'Teaching of Social Sciences in South Asia'. The Seminar will help in the evolution of uniform standards of university syllabuses for sociology, political science, economics and law. The findings of this Seminar will ultimately help Unesco in drafting suitable handbooks of suggestions for social science teachers.

The Commission have tentatively recommended to Unesco that the Seminar should be held in India. The exact function of the Commission and the Ministry of Education with regard to this proposal will, however be determined only after full financial and other details are available.

Research and Training Centre in Educational Psychology

The Government of India have agreed in principle to the location of Unesco Centre for Research and Training in Educational Psychology at the Central Institute of Edu-

cation, Delhi. The object of the Centre is to investigate the relationships between education and child development. The Centre will have a Research and Training Centre as well as a field project.

Assistance to Associated Projects

It will be recalled that in 1950, Unesco established a system of Associated Projects on Fundamental and Adult Education. On a recommendation by the Government of India, Unesco included ten projects in this system. These projects have been receiving from Unesco on a regular basis, documentation and information about methods and materials used in fundamental education. Unesco has also been helping them by maintaining an enquiry service to supply professional advice, and also by making available to them materials and equipment through the Unesco Gift Coupon Scheme.

Unesco now proposes that during 1953 and 1954, four experts should be made available to such projects in the member states to conduct field experiments for periods upto ten months. This information has been brought to the notice of the Indian Projects organisations.

Unesco Fellowships for Writers, Composers and Visual Artists

Unesco has established ten fellowships with a view to encouraging the education and training of creative artists and promotion of international understanding through direct contacts which holders of these fellowships will have with the creative artists of the countries they visit.

These fellowships are reserved for creative artists falling into the following three categories: (a) writers; (b) composers; (c) visual artists (painters, sculptors, engravers or architects).

The Government of India have requested Unesco to allot two fellowships to India in the categories of (i) Visual artists and (ii) writers.

Fellowships for subjects connected with Arid Zone

The Director-General of Unesco has been requested to include in its programme for 1955-56 two fellowships for Indian Nationals in subjects connected with Arid Zone Research.

Unesco Scientific Exhibition

As reported in the last round-up, Unesco has offered to the Indian National Commission their newly assembled Scientific Exhibition 'Our Senses and the Knowledge of the World' for circulation in India. The Commission has approached the State Governments for acceptance of administrative and financial responsibility in regard to the circulation of the Exhibition in their respective jurisdictions.

Libraries

The Central Educational Library has prepared a classified list of childrens' books in English for the age groups of 3 to 6, 7 to 12 and 13 to 16 years. These have been supplied to a large number of educational institutions all over India free of charge. The first instalment of 3 to 6 age group was published in the June 1953 issue of *The Education Quarterly*. The second instalment of the age group of 7 to 12 is being published in this issue and that of the 13 to 16 age group will be published in the December 1953 issue of *The Education Quarterly*.

Information Section

During the quarter under report steps were taken to equip the Bureau with up-to-date informative literature regarding facilities for studies in different subjects in institutions in India and Overseas and to collect other information relating to education. A large number of enquiries on different aspects of education received from prospective candidates for higher studies, general public, educationists, central and state government officers, University and State Student's Advisory Bureaux and other Organisations including international agencies like Unesco were answered.

Publications

In the last three months, the Publications Section of the Ministry, has brought out the following publications:—

1. The Training of Educational Administrators—by J. P. Naik.
2. A Provisional List of Technical Terms in Hindi for Secondary Schools.
3. The June 1953 number of *The Education Quarterly*.
4. 1000 Off-prints of a note on "Scholarships for Indian Students going Abroad".

It expects to bring out in the course of the month "Unesco Projects in India". Other publications at present in Press are:—

1. Experiments in Child Education.
2. Research and Experiment in Rural Education—by J. P. Naik
3. Child Art.

4. Report on Social Education 1947—51.
5. A second edition—revised and enlarged of "Teachers' Handbook of Social Education"—copies of the first edition being now exhausted.

The Section has the following publications in preparation for press:—

1. The Quinquennial Review 1947—52.
2. A Guide to the Educational System in India.
3. The Social Service Year Book.
4. Blind Welfare in the United Kingdom —by Lal Advani.
5. Vocational Guidance in India.
6. Directory of Educational and other Allied Institutions.

The Sales Organisation of the Section has continued to expand; advance publicity, reviews and sales publicity have widened the market further for publications of the Ministry. The total number of publications sold during the period under review is 574. with a cash return of Rs. 1,344-11-0.

Distribution of gift-books has continued. The total number of books distributed over this period to Educational Institutions in India is 752.

Modified Overseas Scholarships Scheme

These Government scholarships are intended for teachers employed in Universities and in other comparable institutions of states in India. For 1953-54, 24 candidates have been selected for study abroad.

Central State Scholarship Scheme

Under the above scheme one scholarship is generally awarded annually to a student belonging to part 'C' and 'D' States for study abroad in a subject for which adequate facilities do not exist in this country. Shri J. C. N. Joshipura of Ajmer State has been selected for the award in 1953.

Federation of British Industries Scholarships Scheme

Under this scheme two candidates have proceeded to the U.K. and two more are expected to sail in August, 1953. The offer of two more scholarships has been received.

London University Institute of Education Fellowships

The Government have decided to award two Fellowships at the University of London Institute of Education to persons of adequate experience, who are likely to serve the cause of education in the country. The Government of India will bear the cost of one fellowship and the University of London Institute of Education of the other. Two candidates have been selected for the award.

Colombo Plan—Scholarships and Fellowships

The purpose of scholarships under the Colombo Plan is to assist fellow members of the Commonwealth Countries as well as of certain under-developed countries by providing technical assistance. In pursuance of this, the Government of Australia, Canada, New Zealand and U.K. have offered a number of scholarships/Fellowships to India. The details of recent offers are given below:—

Government of United Kingdom (1952 offer)

The U.K. Government offered a number of awards for training in engineering subjects under the Colombo Plan. Of the nine candidates recommended for the award, two have commenced their training in the U.K. and the training of four candidates is being arranged. The candidature of the remaining three has been cancelled.

New Zealand (1952 offer)

19 awards were offered by the Government of New Zealand for the year 1952-53. Against these, 13 candidates were recommended by the Government of India of which 12 have already proceeded to New Zealand; two of them have since returned to India. The award made to the 13th candidate has been cancelled.

Australia (1953 offer)

The Australian Government offered 12 Junior fellowships to India for 1953-54 for training in Food Technology under the Colombo Plan. The Government of India recommended only six candidates against this offer. Five of these have already gone to Australia. The scholarship of the sixth candidate has been cancelled.

Scholarships to Foreign Nationals for studies in India

Under the Colombo Plan nine persons have so far been selected against the 20 scholarships/fellowships offered by the Government of India to the South and South East Asian Countries in 1953-54. Three of them have joined Indian Institutions. The case of other candidates is under consideration.

Point Four Programme

Of the 16 selected scholars in 1952-53 for training in various fields of education, 13

have so far left for the U.S.A. In 1953-54, it is proposed to secure about 20 places for Indian Nationals under this programme.

Technical Assistance Programme

The Minister of Finance (Department of Economic Affairs) have decided to prepare a Technical Assistance Requirement Plan, which will include the demand of all the Ministries and States Governments for the next few years. The requirements of this Ministry for training facilities abroad have been forwarded to the Ministry of Finance for inclusion in their Plan.

Indo-German Industrial Cooperation Scheme

There has been no change in the 1952-53 scheme. The question of continuing the scheme in 1954 is under consideration. The Indian Embassy at Bonn have stated that about 10-15 seats for post-graduate training in scientific and engineering subjects. and 80-90 places for practical training in heavy industry have been offered. The proposal is under examination.

Foreign Scholarships to Indian students

Some foreign institutions have offered *ad hoc* scholarships to Indian students for study abroad. The entire expenditure is borne by them. The scholarships are detailed below:—

(i) London Exhibition Science Research Scholarship by the Royal Commission of Exhibition 1851 for post-graduate research in the U.K. in any branch of pure or applied science. This scholarship has been awarded to one of the recommended candidates for 1953. His admission in the U.K. has been secured at Pembroke College, Cambridge. The scholarship is ordinarily tenable for two years.

(ii) Brush Aboe Group Commonwealth Scholarship for training in the U.K. in Electrical and Mechanical Engineering.

(iii) Royal Society Rutherford Scholarship for research in the U.K. in any branch of Natural Science.

(iv) University of London Research Fellowships for research in Biochemistry, Chemistry, Chenotherapy, Engineering, Metallurgy, Pharmacology, Physics or Applied subjects.

(v) The Hague Academy of International Law Scholarships 1953-54. This institution offered scholarships to distinguished students and to authors of books pertaining to International Law of all countries for the 1953 Session. One Indian student has been selected for the award for 1953 Session (beginning July 13, 1953 to August 8, 1953).

Seminars

At the invitation of the M.I.T. the Government of India selected two students for participation in the M.I.T. Foreign Students Seminar at Boston. The selected students joined the Seminar in June, 1953. The Programme will continue till the 25th September, 1953.

Similarly at the invitation of the Harvard University, the Government of India have sent a nominee to Harvard for participation in the International Seminar of Arts. Science and Education.

Deputation of Scientists Abroad

Under this scheme financial assistance is given to one or two eminent scientists to enable them to meet part of their travel expenses when they propose to go abroad for visiting well known centres of research and to study at first-hand the latest methods and developments in foreign countries. A provision of Rs. 5,000 has been made for the year 1953-54. Out of this a sum of Rs. 3,000 has been sanctioned to Dr. R. K. Asundi, Dean of the Faculty of Science, Banaras University, and a grant of Rs. 1,000 has been made to Dr. A. C. Joshi.

General Cultural Scholarships Scheme

In 1953-54, 100 awards have been made to foreign students for studies in India. The selection has been finalized and so far 74 admissions have been secured. The scheme will be continued in 1954-55 with 100 scholarships.

French Fellowship Scheme

With a view to reciprocating the gesture of good-will from the Government of France who have been awarding scholarships to Indian Nationals for studies in France since 1945. the Government of India have decided to continue in 1953-54 the *ad hoc* scheme of fellowships to French fellows sanctioned in 1949. Six fellowships have been awarded to French candidates for teaching and doing research at Indian Universities.

U.N. Social Welfare Fellowships

The U.N. has offered 23 fellowships/scholarships to India under the 1953 programme.

Ad hoc Foreign Awards

The Government of India have received the following foreign awards for Indian Nationals for studies abroad:

Kinki University, Japan

The University of Kinki, Japan, offered five scholarships to Indian students for graduate and post-graduate studies. Selections have been finalized.

Government of Israel

The Government of Israel offered one scholarship for training in cooperative and Arid Zone Farming in Israel. Selection for this scholarship was made early in August, 1953.

Government of Italy offered five scholarships to Indian nationals for post-graduate/research work/specialized practical training. Last date for the receipt of applications was 25th July, 1953.

Unesco Scholarships: Under their "Group Training Scheme in Fundamental Education" to be held in Mysore, Unesco offered two fellowships to Indian nationals to participate in the training programme.

Government of Norway offered one scholarship to Indian national for studies in Norway.

Government of Egypt offered two scholarships to Indian nationals for studies in Egypt. The offer has been accepted and will be publicised shortly.

The Gustavus Adolphus College, Saint Peter, U.S.A. has offered one scholarship for study in pre-medical/scientific courses to an Indian National.

Government of Belgium: The Belgium Government has offered one scholarship to an Indian National for one academic year 1953-54 for post-graduate/research studies in Agriculture/Metallurgical, Mining and Naval Engineering courses. The offer has been accepted and will be publicised shortly.

Progress of Schemes under consideration

The Scheme for the establishment of an International Student House in Delhi was discussed and approved by an inter-Departmental Committee, consisting of representatives of the Ministries of Finance, External Affairs and Education. The Committee however set up a sub-Committee which reviewed progress made and stressed that the Ministries concerned should finalize the scheme.

The Scheme for the award of 30 Scholarships by the Government of India to Indian students for specialization in foreign languages is under consideration.

The details of the scheme for the award of reciprocal cultural scholarships to foreign students for studies in India are also under consideration.

The scheme of Financial Assistance to Indian students going abroad on foreign Governments' Cultural Scholarships is being finalized.

Scheduled Castes, Scheduled Tribes and Other Backward Classes Scholarships Scheme 1953-54

Sanction has been accorded to expenditure not exceeding Rs. 40,00,000 during 1953-54 for the award of scholarships for studies in India and abroad under this scheme. An additional amount upto Rs. 10,00,000 will be sanctioned later in the year if all the applicants fulfilling necessary qualifications are not awarded scholarships.

The Government of India have decided to award during the year 1953-54 the cost of Tourist/II class sea passage to a few deserving candidates belonging to the Scheduled Castes, Scheduled Tribes and Other Backward Classes, who obtain merit scholarships for studies abroad, and are required to meet passage costs from their own funds. Press note to this effect has been issued.

Award of Ad hoc Scholarship to Shri Wungareo Shaiza of Naga Tribal Area

The Government have made an offer of an *ad hoc* scholarship tenable for two years to Shri Wungareo Shaiza, a native of Naga Tribal Area for study in the United Kingdom.

All-India Council for Technical Education

The Radio Engineering Committee of the All-India Board of Technical Studies in Engineering and Metallurgy met on the 28th April 1953, at New Delhi and finalized a scheme for the National Diploma in Electrical Communication Engineering.

The first meeting of the Sub-committee appointed by the All-India Council for Technical Education to go into the question of Aeronautical Studies in the country was held on 1st June 1953. The Committee decided to have an authoritative assessment of the requirements for Aeronautical personnel of various Departments/Organisations before making recommendations regarding the organisation of facilities to meet these requirements.

A meeting of the All-India Board of Technical Studies in Chemical Engineering and Chemical Technology was held at New Delhi on the 11th July 1953. The Board made an Assessment of the various qualifications in Chemical Engineering and Chemical Technology, awarded by Universities/Institutions in the country and indicated what recognition should be given to each qualification for purposes of employment.

The Board considered the view of the Chemical Industry on the training of operators and supervisory personnel for the industry and decided to prepare schemes for the establishment of industry-based technical institutions where such training could be organised. The Board also considered schemes for the establishment/development of Ore Dressing Laboratories in Chemical Engineering/Chemical Technology Departments.

Joint-Committee on Industrial Administration

A meeting of the Joint Committee on Industrial Administration and Business Management was held at Calcutta on 26th June 1953. The Committee considered various questions such as the scope of training in various branches of Management Studies, how best to organise such training on a national level, the type of organisation which should be set up for the development and co-ordination of Management Studies and other related aspects. The Committee recommended that the All-India Council for Technical Education should set up a Board of Management Studies with the following functions:—

Functions

To lay down the standard and courses of study in Management, both on part-time and full-time basis.

To conduct examinations for award of National Diplomas and Certificates in Management, or to recognise institutions and examinations for award of National Diploma and Certificates.

To advise the All-India Council for Technical Education how and where facilities for Management studies should be provided and what assistance should be given by the Central Government for the purpose.

To co-ordinate the activities of all institutions in the matter of Management Studies to ensure proper standards and facilities of training.

To perform such other functions as may be delegated by the Council.

The Committee also recommended that, to begin with, facilities for the following types of courses should be developed in certain selected institutions in the various regions:—

1. Industrial and Production Engineering.
2. Industrial Administration.
   Business Management.
   Foremanship courses.

The Committee reviewed the question of establishment of the Administrative Staff College, and expressed the view that, in view of changed circumstances regarding the structure and pattern of development in industry and commerce in the country, the Administrative Staff College should be brought into being as a joint enterprise of the Central Government and the Industrial and Business Community—the latter playing the major role. The Committee recommended that a Planning Committee be set up with Mr. T. T. Krishnamachari, Minister for Industry and Commerce as the Chairman, and with prominent leaders of Industry and Commerce as members to prepare a detailed plan for the establishment of the College.

Indian Institute of Science, Bangalore

A non-lapsable block recurring grant of Rs. 21 lakhs (Rupees twenty-one lakhs only) per annum has been sanctioned for the Institute for a five-year period commencing on the 1st April 1953.

Grants for Engineering and Technological Institutions under the A.I.C.T.E. Scheme

A sum of Rs. 9,26,600 has been sanctioned to the various non-government Engineering and Technological Institutions who are being assisted under the Scheme of the All India Council for Technical Education as first instalment of grants for 1952-53 for purchase of equipment, construction of buildings and general maintenance.

Practical Training Facilities

Requirements of Engineering and Technical Institutions all over India for practical Training facilities in Government and quasi-Government Technical Departments have been ascertained and allocation of seats is being made. Students have already been nominated for training in Posts and Telegraphs Establishments and All India Radio. It is expected that before the end of August 1953 seats will be allotted for students in Defence Installations, Railway Workshops, Central Water and Power Commission, Electrical projects and installations, Central Tractor Organisation and C.P.W.D. In non-Government establishments seats are being secured for students by the Regional Officers of this Ministry at Calcutta and Bombay.

Technical Assistance

Visiting teams of the Universities of Wisconsin and Illinois U.S.A. visited some leading Technical Institutions in India for making a factual study, with a view to establishing sisterhood relationships.

The Making of A Librarian

TODAY, when practically all occupations are open to women, married or unmarried, and women work regardless of personal income or other circumstances, it is strange to look back upon the problems of 33 years ago when, at the age of 23, I suddenly found myself compelled to work for a living. Due to constant travelling my studies had been in most part unsupervised although they had eventually become formalized by some years of regular schooling and by passing various examinations of the Norwegian educational system. The fields in which travel, languages and a general cultural background could be capitalized were, therefore, surveyed and considered for the choice of a vocation.

A wise professor from my few years of regular schooling, who had spent many years teaching in the U.S., guided me to the library occupation. Libraries, he said, offer opportunities of such diverse nature that you cannot fail to find work within them which will satisfy you and where your talents will be useful.

I had never been a regular patron of any library; I had barely visited one. Families of the affluent middle class to which I belonged bought and read their own books, and a home library, slim as it might be, was an integral part of the Norwegian intellectual atmosphere in which I grew up. There was a public library in Christiana (now Oslo) and there were other libraries but the former was uninviting and the latter frightening. The schools had small libraries but no effort was made to guide the reading of the students.

Enrolled for Library Course

There was then no formal library training in Norway and I decided to go "home" to the United States to study there. However, passage difficulties due to the limited ocean travel in the after-war years interfered with the return to the U.S.A. I enrolled instead as a student in the Deutsche Bibliothekarschule zu Leipzig, the best library school in Germany. It was a school of the apprenticeship type combining lecture courses with visits and practice work in various libraries.

The introduction to the next ten months of my life came through the scholar and bookman—Albert Schramm, director of the library school and curator of the "Deutsches Buchmusoum". I was given a typical German official reception, solemnly greeted and then left severely alone after being put to work on the odd little jobs with which my supervisors entrusted me. For weeks hardly anyone spoke to me and I was soon bored except for the lecture sessions comprising the history of bookmaking, literature and related fields.

The library school to which the school was attached was the famous "Deutsches Buchmuseum" where a student could receive a thorough

education in bookmaking and booklore. Somehow, old books, beautiful and rare as they were, could not hold my interest.

Importance of Cataloguing

I was permitted to try my hand at the cataloguing of modern books. This interested me from the start although I did not immediately realize the full significance of the work. As I handled the books, classified them, selected entry words (Schlagwort) and subject-headings for them, my eyes were opened to the comprehensiveness and importance of this branch of library work. It called for knowledge of languages, wide cultural interests, a sense of orderliness, for precision and accuracy. Cataloguing had been described as cut-and-dry where people working in the profession were often withdrawn, quiet and unobtrusive. To me it became a game, a skill in which I matched my mind with other minds. The challenge was to understand the thought, the objective of the author.

Nevertheless, the catalogue was still an inventory for official purposes, I had yet to realize that its fundamental function was to make the contents of the library accessible to outside readers.

My first contact with the public came by chance. One day, two interesting and interested readers, not scholars, came to look for research material. Helping them, my eyes were suddenly opened to the value of the library in general and the catalogue in particular. Libraries were for all, not only for the select. The catalogue was alive; it was a vital tool which was created in compliance with standard rules for entries and form, in order to assist other minds in the creation of new ideas.

Hitherto library work had meant to me what the term implied, library labour; from that moment on, it meant library service. In order to become a real cataloguer it was necessary to learn to interject myself into the position of readers.

At that time there was no professional literature of the thoughtful inspirational kind which is now offered in such abundance. It was didactic and technical. Nothing I had ever read made me realize the possibilities of library work as a social force or as an educational medium in current life. Everything I learned about the philosophy and psychology of library work came through experience, often painfully acquired.

Gradually I visited all the libraries of Germany I could reach over long weekends. They were learned, scholarly institutions. all with the same idea that libraries were for scholars and for students who would in turn become scholars.

"Home" to America

At this time my old teacher wrote to me from Norway advising me to apply for admission to the famous library school of the University of New York located in Albany. The public library movement in the United States had sprung into full life. I decided to go to America.

The library school in Albany which later merged with the New York Public library school and became the Columbia University school was then the school of schools. It was founded

by Melvil Dewey and was the only branch of learning taught at the New York State University. Physically, the school offered the best of facilities, the second floor of the huge structure of the Education building was reserved exclusively for the library school and the equipment was the best. The instruction was excellent although very much on the practical side. The New York State Library with which the school was affiliated was, as the official name implies, the State library serving the Capitol across the street, and one of the large legal and general research libraries of the country. There was in the town also ample opportunity to study other types of libraries: special, public, college as well as all the facets of any library activity.

Appointment in North Dakota

At the end of the first year I was invited to take the second year course intended and designed for leaders within the profession. I refused and accepted instead an appointment to the University of North Dakota, a choice I never regretted. This decision was the best one I could have made, for in North Dakota I found what I had from the beginning unconciously craved. I found a library dedicated to education and public service. The librarian was a man of understanding and sympathy. In one of the many conversations we had then and later in life, he asked me why I chose the position in North Dakota in preference to the other positions I had been offered. (North Dakota at that time was considered an outpost of civilization. Icy winters, hot dusty, stormy summers were some of its climatic rigours. It was a place where you rarely saw old people, because they died before they could grow old.) I said: "Because the population is of Scandinavian origin and I know I shall feel at home. Also, that you have tried for two years without success to get a librarian and it is for me to go where I am needed"

In return I asked: "How did you dare to take me unknown, unseen, without even checking my references, merely on the acceptance of my own statements?" I had been appointed by telegram so soon after I had sent in the application forms that the telegram must have been sent immediately after their receipt. My main reason for grabbing you the way I did, he said, was your answer to query No. X: What is your special interest? I recalled my answer: "I have unfortunately no special interests, I am interested in almost everything although I realize this is a danger and weakness. I had enumerated literature, languages and various other subjects winding up with gardening and astronomy.

Dangers of Specialisation

Librarians, he said, must not become too specialized. They may be more interested in some things than others, but as they serve all kinds of people and in all fields they must be sufficiently interested to be willing to learn something of everything to be able to offer guidance to readers in all branches of knowledge.

You know how this concept has changed. In this day where books are pouring in in such masses, specialization has become a necessity, special libraries are growing up like mushrooms and library work opens ever new opportunities to the specialist and librarian. Although general knowledge is still necessary in public and educational libraries, special librarians

have better possibilities of lucrative positions where the library is wedded to industry, business and remunerative occupations.

In North Dakota, I spent two intellectually happy, industrious years under wonderful leadership using my profession to help others. My title was Head Cataloguer, but the cataloguing room became an unofficial reference centre as I worked with the students, other groups and individuals.

From the experience I acquired, I marvelled at the opinion still general that a librarian was a person who merely handed out books and needed neither training, background, nor imagination. Others as well as I sensed the difference between the alive, vital atmosphere of the North Dakota university library and the dead tomb-like one of a neighboring college where the library, like a political plum, had been handed over to an old pensioner. True, this custodian knew his books but his interest lay in keeping them to himself or grudgingly giving them to the faculty members rather than to pushing them on to the students and members of the community.

Teaching Experience in Carleton

The next year I was called to the Carleton college library where, in addition to my library position, I gave a course in library work as geared to the needs of the school and high school libraries. The teaching part especially was an interesting experience. Lacking knowledge of the background for knowledge of the background for the students far higher standards than their libraries ever called for.

But if you learn the best it is easy to adapt yourself to a lower standard, and I had the satisfaction of being told by several colleagues that no students did more extra-curricular reading or came better prepared to their classes than mine. It confirms the wisdom of supplying the student with further materials than the regulation textbooks to aid him in the process of moulding his own thoughts and mind.

After an interval of three years' travel and domestic life I resumed my career and accepted an appointment with the New York Public Library.

The New York Public Library

This institution, unique in the annals of libraries, has more admirers and friends than any other similar institution in the world. I found that within its walls every kind of library activity was conducted. No type of reader was overlooked, no one was neglected. During my 23 years there I saw how library policies, administration and operations changed with world events and with the demands or needs of the public, and how the concept of democratic principles and thought become reflected in the growth and work of this institution.

Democratization of Libraries

The great depression of 1928 was on and with it followed unemployment of thousands and thousands. The unemployed became a challenge to the libraries and brought about a democratization of these institutions which otherwise might have been retarded. The problems of this era brought to the library movement an unequalled impetus. Facilities and services were created in order to assist in the education of the adult. It was, perhaps, the first time in the library history that

the average man received special attention and special services and that he was spotlighted as the person who above all must receive consideration.

Extension activities of all kinds became accelerated. The libraries, and New York Public Library was among the leaders, became centres of popular education and intellectual and recreational stimulus supplementing the work of other formal and standardized educational institutions. From this day, date the birth or growth of Readers' advisory service, bookmobiles, lecture courses, concerts and seminars within libraries, opening up a new world to the many who had formerly been starved or deprived of such privileges.

World War II also promoted library development, the libraries rising gallantly to the "Help our boys" cry. Among the Christmas packages which one year the staff from the New York Public Library sent to its colleagues in the field, there were three books, and from the grateful letters it was obvious that these were appreciated and rated higher even than cigarettes. To supply the troops and sailors with reading material the Council on books in wartime was created by the American Library Association and other organizations in related fields. From the war days also stem the present information libraries.

After the war intellectual and administrative developments were accompanied by the development of technical and mechanical aids. Duplication processes and other special equipment designed for libraries aided in the expansion and growing success and recognition of library service. The use of audio-visual media—films, music recordings, exhibits, radio, have also been powerful contributing factors to the success of the profession which has risen to the level of a social force undreamed of 20 years ago.

Another manifestation of library growth was the expanding inter-library co-operation that led to co-operative cataloguing, book selection and other undertakings.

A fabulous growth like that of the New York Public Library, Library of Congress and other great libraries could not be accomplished through an enlightened and forward looking administration alone. Without an able, actively and enthusiastically participating staff progress like this could not have been achieved.

The spiritual rewards of library service are rich, but commensurate payment for services rendered is necessary. The principle of economic security as a driving force in all pursuits was acknowledged and accepted by library administrators.

Growth of Personnel

The realization of personnel, its needs and its remuneration is an all-important factor in the development and progress of the library movement. There is an immediate correlation between social status and income. The profession that receives a low remuneration is held low in the esteem of other professions. The individual may be exempt, but not the group. To attain the potentialities of the profession's service as well as that of the individual librarian's, the proper remuneration as well as the proper environment must be provided. Never again should a few top men and women receive the credit

of the work of all those who keep their shoulders to the wheel.

Owing to shortage of personnel during the war and therefore rapid turnover of personnel, librarians of the lower and middle ranks had their day, and their work, during and after the war, won for them recognition that had been withheld all too long. Another result was the emergence of a new type of administrator, the administrator who knew that he could promote himself and his library best through promotion of his staff. Personnel, the key to progress, became a byword. The supreme act, says John Dewey, is the art of giving shape to human powers. And in the era of the common man, the common ranks, the development of human powers became the objective of all administration and to attain this goal improvement in environment was provided.

To ensure the best results, recruitment and selection of personnel was organized on a sound basis. It was founded not only on specific skills but on capacity for growth, human as well as professional and technical growth. The administrator learned that he must know what he wanted to accomplish—he must know the position to which he appointed a candidate, decide its scope and define its nature. An excellent candidate for one job might be the worst candidate for another. Promotion and salary plans became established. Equal jobs received equal initial pay. Above all, opportunity for advancement and promotion was provided. The capricious pay and promotion system of the old time administrator disappeared.

Under fair management higher staff morale developed resulting in superior productivity. The introduction of sound personnel management led to staff participation in all activities. Staff meetings became regular and staffs gradually began to share overall responsibilities.

There was also a change in the concept of personnel itself. The need of better personnel was frankly acknowledged.

Standing of the Library Profession

The library profession has within the United States taken its place with other professions. The library is the heart of the organization to which it belongs, be it an educational institution, a business or a government office. There is not yet a perfect library system, but it is developing through special legislation and other active support. This must also happen in India. Indian libraries are now in the making. They must become an essential part of the educational system.

The American Library Association has contributed enormously to the prestige of the profession in the United States and is a powerful democratic tool in the moulding of public opinion. The Indian Library Association must also become a force in public life. The profession needs leaders, administrators, executives and practical librarians.

Anna Erichsen

A Note on Television in Education

TELEVISION and Education in the United States' by Charles A. Siepmann is the latest of the series of studies, "Press, Film and Radio in the World Today", published by Unesco, which is perforce deeply concerned with mass communication media and improvement in the use of these, both quantitative and qualitative. (The writer, Professor Siepmann, is Professor of Education and of the Department of Communication at New York University and has been closely connected with Broadcasting in Great Britain and U.S.A.).

Every great new technological advance is a two-edged weapon, profitable to mankind only if used with scrupulous conscience as well as keen intellect. The first impact of this new medium is alarming to the sensitive and the intellectual. An American educationist has suggested that "Television may prove as dangerous to culture as the atom bomb to civilization". The Archbishop of Canterbury is reported to have said of Television in schools that it is "nothing less than a perfect disaster. It drives another wedge between the teacher and the pupil, and it is bad for the children (who ought to be looking to the personal contribution of the teacher.) It is a dangerous thing when they think they can be educated by mechanism from outside". Equally weighty and less one-sided are the words of a judge of the U.S. Supreme Court. "Doubtless television may find a place among the devices of education, but much thought and patient experimentation are demanded lest uncritical use may lead to hasty jettisoning of hard-won gains of civilization. The rational process of trial and error implies a wary use of novelty and a critical adoption of charge. When a college head can seriously suggest, not by way of irony, that soon there will be no need of people being able to read—that illiteracy will be the saving of wasteful labour—one gets an idea of the possibilities of the new barbarism parading as scientific progress....the range of presentation, the opportunities for distortion, the impact on reason, the effect on the looker-on as against the reader-bearer, vary; and the difference may be vital. Judgment may be confused, instead of enlightened. Feeling may be agitated, not guided; reason deflected, not enlisted. Reason—the deliberative process—has its own requirements, met by one method and frustrated by another".

These grave warnings concerning the misuse of mass-communication media cannot mean that they should not be used, but only that they should be used with the keenest sense of responsibility. Hence, replying to the Archbishop's warning, the Chairman of the Television Committee of the School Broadcasting Council in Britain emphasizes the need for careful and thorough experimentation in the field of telecast education before there is any danger of

Television and Education in the United States by Charles A. Siepmann—Published by Unesco ; Price : $1.00 ; 6 ; 300 fr.

this new weapon falling into the hands of those whose main concern is not with education or the true needs of growing children.

While the book is termed 'Television and Education in the United States', it concerns itself with other countries and has a most interesting chapter on Experiments in Educational Television in France and the U.K. The French approach to educational experiment is usually most cautious and keenly intellectual. Yet apart from the U.S.A., France is the only country which has yet developed regular educational television programmes. It is a modest and limited programme of two half-hours a week over the school term, and over 3,000 children are reported to be receiving these: the subjects transmitted included Architecture, Science, Geography and History. A particularly interesting development is the use of telecasts in a rural area. With the cooperation of manufacturers of large projection screens, public demonstrations were given in rural communities to popularise the idea of joint purchase of a set. 19 small rural communities installed large screen receivers by collective action and went to the local school for collective viewing—each television session being followed by lively discussion under the direction of the village teacher. The experiment is under way, 60 other communities having been supplied large screen receivers for a fortnight's trial with a view to collective installation.

The B.B.C. runs a daily Children's Hour at 5 P.M. and regular evening transmissions of adult programmes, but as yet no school programmes. Its transmissions include play-performances, programmes on painting and sculpture, notices of current exhibitions, science series, and of course, actualities such as sports events. In the field of school telecasts, programmes are being produced on a closed circuit to certain schools that are participating in the experiment, and the results are being watched and assessed. On possible classroom use the B.B.C. says: "We are at present holding to the doctrine that we in broadcasting are seeking to complement rather than displace the teacher, though we think it possible that, at certain points, e.g., in the teaching of science, experience may suggest more directly didactic broadcasting than has been acceptable in sound". The results of their experiment are not yet available, but will be worth watching; for the B.B.C. School Broadcast Service is amongst the best in the world. Both in sound broadcasts and in television the B.B.C. educators are alive to the need for furthering participation in creative activity on the part of listeners to counteract the passivity induced by mass communication. Quite a fair proportion both of organisational endeavour and of financial expenditure must be assigned to the business of inducing such activity among listening children. It is recorded that after certain programmes, children were encouraged to paint scenery, make puppets and produce a puppet opera: in another case, the telecasts sent the children out into the country to track Norman arches, bird song, and prehistoric flints. Naturally, the provision for such participation adds to the expense of an already expensive service.

But it is to the U.S. with its wealth. its technical resources, and its buoyant temperament, that we turn for the widest use and experiment in educational television. In the U.S. too, such experiment is most necessary if the public, adult as well as youthful, is not

to be nourished purely on an intellectual diet of crime-plays and 'Westerns' and such like sensationalism.

A very interesting experiment in Social Education, a field in which Americans are deeply interested is described in the programme, "The Whole Town's Talking" conducted by the State College in Iowa. The town's representatives met for a series of weekly half-hour discussions to discuss serious local problems such as school reorganisation. Television was here made to serve a very valuable function of education in a democracy-making a community conscious of itself and promoting civic-mindedness and active participation in public affairs.

A very different use and a more directly didactic one is described as an Experiment in the Effectiveness of Television in Trading Naval Reservists. But one must notice the wealth of technical resources. Microphones connected to telephone circuits made it possible for trainees to put questions at stated intervals to the television instructors! The experiment was undertaken with control groups receiving instruction from local instructors on conventional lines. The reservists not only learnt from televised instruction but remembered most of what they had learnt when re-tested six weeks later. Over 70 per cent of them stated that they preferred the televised instruction to the conventional courses by local instructors. The staff, however, found serious camera and lighting problems in presenting models and pictures, and the talk-back did not work well.

On the use of telecasts in medical education there appears to be unqualified enthusiasm, in dealing with the major problem of providing students with an effective close-up view of the demonstration of delicate techniques. Closed-circuits coloured television is reported to be permanently installed at the medical centre of the University of Kansas, enabling operation and other techniques to be demonstrated to large groups.

There seems no doubt as to the value of television as a form of University Extension teaching for adult students, when accompanied by a good correspondence service, enabling students' work to be examined by the instructor. Western Reserve University has made a special feature of such Extension Courses, with a system of registering students for credits and examinations. Such registered students have included patients in a veteran's hospital, bed-ridden people, and women who made time for the course in the intervals between domestic duties.

When experiments have been undertaken within the schools, television has had to stand comparison with the sound film which is an easier educational tool to fit into the school time-table, being free from the tyranny of a fixed time. A carefully documented experiment is recorded from Washington which was accompanied by tests to examine retention. The results went to show that the evocation of enthusiasm was no measure of the accuracy of the teaching. The experiment demonstrated that retention could only be assured by good follow-up teaching on the spot by the classroom teacher.

Over the topic of television programmes for children outside school, there is much discussion and much anxiety. Both in the U.K. and the U.S. television has affected children's bed-

time, pushing it later. In the U.S. system, "crime-plays" and "Westerns" are the most popular feature. The television correspondent of a New York magazine says: "Over the past year, I find that 16,932 men, women, children and animals have passed away on television programmes, most of them in a sudden and quite violent manner". Is this a threat to the health and peace of mind of the growing child? Is it merely a harmless outlet for his normal aggressive impulses? The question is debated vigorously by psychologists as well as thoughtful parents, without any conclusive results.

One general result emerges very clearly. It is not so much a question as to what mass-media can contribute to education, but of what training in the early stages can do for improved standards in the use of mass media. If the general liking for inanity and sensationalism is to give place to a desire for programmes of higher aesthetic and intellectual quality, it will be as a result of changes of taste inculcated in childhood through conscious direction in the classroom of children's interests and tastes.

Ultimately, however, it is a question of cost. Television is an inordinately expensive activity. For a country which has still to implement primary and secondary education for all, educational television cannot rank high in the list of priorities. Certainly there is no evidence in this book that it could replace the normal pattern of school and classroom teachers, however stimulating it might prove as a supplementary "Tool", when used by a good teacher.

M. Choksi

Education Today

Accent on Crafts

The 'Happy Education Diploma Course' of the Happy Schools' Society was accorded recognition last year by the Directorate of Education, Delhi. The duration of the course has been extended from three to six months. More than 500 men and women from all parts of India, with qualifications ranging from the matriculation to M.A., have availed themselves of this course.

Happy Schools' Society has to its credit 14 years' work of training mothers, teachers and social workers. Initially organised for teachers, the first school of the Society was started in 1933. The short-term training course was extended to parents, teachers and social workers in 1938.

Crafts like paper-cutting, paper-pasting, clay-modelling, expressional drawing, dimensional picture-making, decorative designing, picture-enlarging, roller black-board making, chart-making, preparing of educational apparatus, etc., form part of the activity curriculum of the Diploma Course. The last batch of trainees has also been given practical training in action-singing and story-telling.

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Advanced Learning and Research in Sanskrit

The foundation of the Mithila Research Institute at Darbhanga by the Government of Bihar, is a landmark in the domain of literature. The scheme envisages the establishment of centres of advanced learning and research in Sanskrit, Pali and Prakrit. Nalanda has been chosen for Pali and Sanskrit, and Darbhanga for Prakrit. A centre for Prakrit has yet to be established.

The first batch of 30 students has been admitted. Already the people are looking forward to the time when the three institutions will join one another in a noble partnership resulting in the formation of a really great university of ancient Indian learning.

The foundation stone of the Institute was laid in November, 1951, and preliminary work for its organization started in February, 1952. Even so, much remains to be done to reach the final goal.

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Assam Fights Illiteracy

The preparation of a scientifically graded series of Charts and Readers under the Laubach method—made in the presence of Dr. Laubach himself—is a landmark in the history of the campaign launched in Assam against illiteracy.

Through the use of posters, pamphlets and educative films, the social education campaign was intensified in the Resu-Belpara Community Project area, mostly inhabited by the people of the Garo and Rava communities.

In June last, 23 National Cadet Corps officers of the Junior Division underwent a Refresher Training Course with the Assam Regimental Centre, Shillong, for a period of 21 days.

* * * *

Basic Education Stressed

The Basic Training College, Bilaspur, has made steady progress under the Five-Year Educational Development Scheme.

12 schools in the State have been supplied with basic craft material for agriculture and spinning. They have also been replenished with attractive and useful library books, maps and charts. Efforts were also made to impart a basic bias to four more primary schools. All these institutions have been staffed with basic trained teachers.

One middle school in the rural area at Berthin has been raised to high school standard.

A *Janta* college has been opened to impart vocational training to young farmers in rural area.

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Compulsory Primary Education Scheme

In Hyderabad, a Compulsory Primary Education Scheme is being introduced into one block of each community project and also into a contiguous area of 20 villages in each district.

For the expansion of the Scheme, short-course training for new recruits to primary schools has been arranged in each district school. 25 teachers are being trained at the Yermarus centre, in Raichur district, and 40 more trained at the Bhiknor training centre.

Eleven schools have been started in the Tungabhadra Community Project area, 15 schools in the Nizamsagar Community Development Project area and eight schools in the Mulug Block.

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Coorg Activities

A University Commission consisting of ten members visited the Government College, Mercara, last July. The Commission granted the College affiliation in the Intermediate and B.A. courses.

A batch of 12 students and a lecturer participated in the Community Project Scheme during their vacation period.

The National Youth Welfare Movement has been introduced into all Government High Schools in Coorg.

Two tests were conducted in four Adult Schools and 63 adults were certified literate. *Vidyamandirs* were opened and Adult Education series books supplied to these *mandirs.*

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Education in Bhopal

One Basic Training school has been established in the Community Project Area in Bhopal State.

A big Social Service Camp was organised at Toomra village near Bhopal City to create a sense of dignity in manual labour among the teachers and the taught.

One middle school in Nasrullahganj Tehsil has recently been upgraded to a

high school. 150 new primary school buildings have been constructed in the State at the total cost of Rs. 2,00,000.

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Proficiency classes in Hindi for all non-Hindi knowing students have been introduced into Jaswant College, Jodhpur, in Rajasthan. Teaching periods in the College are reduced once a week to spare two hours' time for extramural lectures and extra-curricular activities.

Education in Rajasthan

Evening classes for the B.A. and B.Com., started in some college of the State for working persons, are well attended.

A committee has been appointed to recommend to the Rajasthan Government ways and means of encouraging research in Rajasthani literature.

The Rajasthan Government approved grant-in-aid to about 80 new educational institutions. Under the First Five-Year Plan, a sum of Rs. 1,50,000 has been allotted by the Central Government to the State for educational development.

A sum of Rs. five lakhs has been allotted by the Central Government as grant-in-aid for primary schools in Rajasthan.

The State Government have sanctioned the opening of 800 new primary schools and raising the status of ten middle schools to high schools.

The Government have approved the transfer of control of the Law College, Jaipur, to the University of Rajasthan.

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The three Graduates' Basic Training Centres at Bombay, now moved to their new sites, work in close cooperation with the local primary training colleges, the practising schools attached to them and the basic schools in the area. Students in these centres have ample opportunity for training in basic education, community work, social service and recreational work.

Graduates' Basic Training Course in Bombay

The Course extends over one year and consists of theoretical and practical training. On the successful completion of this course, a diploma in education will be awarded to be treated as equivalent to the B.T. degree of a statutory university.

Consequent upon the establishment of Regional Universities as a measure in the decentralisation and re-organisation of university education in the State, the Bombay University has been reconstituted into a teaching and federal university. 12 research fellowships for Ph.D. and D.Sc. courses have been sanctioned with a view to giving a fillip to post-graduate research in the State.

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The Madras Government has under consideration certain modifications in school-hours and the training of elementary school pupils in rural areas during the school year 1953-54.

Madras Elementary Education Plan

The Scheme will apply to the Lower Elementary standards (excluding Basic schools) of all elementary schools in non-municipal areas. Such schools will work in two sessions of three hours a day and the pupils will be divided into two batches, alternately, in the forenoon and afternoon.

The proposed Scheme will leave the children free to join their family occupation for one-half of the day. Students who do not belong to the occupational group will be sent as apprentices for this half-holiday to the village craftsman or the farmer in the vicinity. In cases where there is no local craftsman, provision will be made to arrange a school work section where crafts suitable to the locality will be started.

The aim is to develop a proper outlook towards manual work. Incidentally, the implementation of this programme will improve normal village life.

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Visual Education classes in Madras are conducted with films borrowed from the Central Films Library. In 1951-52, 22,272 film shows were arranged in the schools, as against 5,541 in 1950-51.

At present 241 schools in the State own silent projectors, 89 schools own sound projectors and 130 schools own 35 mm. filmstrip projectors; 900 schools are equipped with radio sets. Tamil and Telugu programmes are listened to in the schools.

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Reading Readiness Test in U. P.

A Reading Readiness Test for use in the lowest class of basic primary schools has been prepared by the Uttar Pradesh Government. A tabulation of the data in connection with the investigation of 'Mathematics in General Science' is in progress.

Three Education Summer camps were organised at Soraon, Jasara and Karma in Allahabad District. In the 37 subsidiary camps attached, to the three main camps, 788 persons were educated. A total of 275 were able to read primers and 271 could recognise alphabets.

A short refresher course for three months was organised in 'General Science' at the Government Women's Training College, Allahabad.

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Red Cross introduced in Schools

Junior Red Cross Societies have been started in 13 high schools and all primary and middle schools located in two districts in Pepsu.

A Junior Basic Training class has been opened in A.S.D. High School, Narnaul.

At present 1,000 adult education centres are functioning in the State.

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Reforms in Ajmer Educational System

The Ajmer Government has constituted a committee for the nationalization of text-books of junior basic schools. The Compulsory Primary Education Act in the State has received the final assent of the President.

With a view to enabling the villagers to derive greater benefit from the schools and social education centres, all district schools were kept open during this summer vacation. It has been decided to keep these centres closed for the autumn holidays, in order to help agriculturists in harvesting.

The Government's scheme for furtherance of social education launched last October has had encouraging results. Over 10,000 adults have been found eligible for a literacy certificate

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Revival of Nalanda

The establishment of a Pali Institute at Nalanda by the Government of Bihar is an attempt to resuscitate the ancient glory of Nalanda, which at one time was the symbol of India's spiritual and cultural leadership for most parts of Asia.

The Institute has been functioning at Rajgir since August, 1951, in a rented building. The Institute is confined only to M.A., and Research students of whom it has about a dozen at present.

Within less than a year the Institute has built up a library of standard books in Pali, many of them on Buddhist philosophy. A personal collection of books and manuscripts of the Director of the Institute, a donation of books from the Tibetan Government and the State Government's contribution of books on Indology, have added considerably to the library's collection of books. The Thai Ministry of Culture has also donated 43 sets of Pali books to the Institute.

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Rural University in the Making

In February, 1951, the Bihar Government started a Basic Training College at Nrisinghnagar, Turki, in the district of Muzaffarpur. Graduates receiving training there will come out not only equipped with the conventional teaching techniques but also well trained in corporate community living and productive, social and recreative activities.

The college at Turki runs a three-year course for students completing post-Basic Education and wanting to have university education in a rural environment. This forms the nucleus of a rural college, an entirely novel experiment in the field.

What had begun as a Basic Training College has now emerged as a federation of institutions. collectively called the Bihar *Sarvodaya Mahavidyalaya* or Community College. The college is lodged in hutments constructed by the staff and students themselves.

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Saurashtra News

The Government of Saurashtra has allotted about Rs. 7 lakhs for the current year for the opening of 100 new schools, four junior *lokshalas*, re-orientating Sanskrit *pathshalas* and constructing buildings for new primary schools.

The charge for running 11 primary schools on basic lines has been transferred to the Lok Bharati at Sansora The State Government will finance the School for the year 1953-54. A Syllabus Committee has been entrusted with the work of drafting a curriculum of studies for primary schools on basic lines.

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Savings and Manual Labour

Various educational institutions in Madhya Bharat have started a 'small savings drive' in the rural and urban areas of the State. The drive has been launched to help the successful working of the Five-Year Plan and other development schemes.

In cooperation with the villagers, social education staff and the students from secondary and normal schools launched village reconstruction drive during their summer vacation. Film shows arranged through the social education vans of the district proved instructive and interesting to the villagers.

The Government of Madhya Pradesh has sanctioned annual scholarships of Rs. 1,000 to two candidates from the State undergoing training at the Prince of Wales Military College, Dehra Dun.

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Social welfare Board

On August 12, 1953, the Social Welfare Board, set up in accordance with the recommendations of the Planning Commission, formally passed under the administrative control of the Ministry of Education. The Board will consist of 11 members, of both government and non-government denomination. Five of these will be women. A sum of Rs. 4 crores has been set aside for its activities.

At a brief ceremony held at Parliament House, New Delhi the Chairman of the Board, Mrs. Durgabai Deshmukh said that its main function would be to advise and help voluntary social welfare organisations throughout the country in maintaining and developing their existing programmes and to integrate them in the general pattern of the first Five-Year Plan. The Prime Minister, in his address, stressed the fact that work of this kind required constant effort and a keen conscience. Maulana Abul Kalam Azad, Minister for Education inaugurated the meeting and Mr. K. G. Saiyidain, Joint Secretary of the Ministry proposed a vote of thanks to the gathering.

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Uttar Pradesh Summer Camp

The Uttar Pradesh Education Expansion Department held a number of summer camps in Allahabad District on an experimental basis with a view to organising social education work in the villages. There were two central and 25 subsidiary camps spread over the area with a population of 25,000. The central camps conducted a one week course in social education for groups of villagers. Subjects like social service, elementary civics, public health, sanitation and new methods of agriculture were covered. Villagers trained at these camps will go to their respective villages and organise subsidiary camps where a one-month course in these subjects will be organised.

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Vindhya Pradesh Education

The Government of Vindhya Pradesh have provided a sum of Rs. 10,000 for encouraging literary efforts on the State and all-India basis. 150 primary and five high schools have been opened this year in the Pradesh; 15 primary schools have been raised to the status of Anglo-Vernacular middle schools and a high school converted into an intermediate (science) college.

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Youth Movement in Kutch

The Government of Kutch has started the National Youth Movement in the boys and girls high schools. About 300 students are actively busy in the expansion of the Movement.

As part of the Five-Year Plan, one Intermediate college and five new primary schools have recently been opened in Kutch. Primary schools at Raphar and Bhachan have been upgraded to the middle school standard.

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Sponsored by the Indian Adult Education Association, the fourth National Seminar on "Training of

Coming Events

Social Education Workers, Nature and Scope of Training", will be held in Bikram, near Patna, in Bihar, from October 22 to 31, 1953.

THE FOREIGN SCENE

Australian 'Kit' Pamphlets

The University of Sydney Tutorial Department with the cooperation of New South Wales Municipal Library Board has produced a new 'Kit' books system designed in 1946 for unsupervised study in isolated country districts of New South Wales. Under this system experts on such subjects as astronomy, history, music, home decoration, etc., write simple and clearly illustrated explanations in pamphlet forms. Each pamphlet in a 'Kit' is designed to cover one night's study. The material thus available in 14 pamphlets is planned as a progressive study programme; a new member may join a group at any time.

In April, 1953, there were 85 study groups throughout the State of New South Wales, 70 per cent. of them in city areas.

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Cambridge Honour for Mr. Nehru

Mr. Jawaharlal Nehru, India's Prime Minister, has been accorded the honorary degree of the "Doctor of Laws" by the Chancellor of the Cambridge University. Mr. Nehru studied at Trinity College and took his M.A., from the same college.

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Canada

University attendance in Canada has increased by 175 per cent. in the last 32 years, and high school attendance by 150 per cent. during the same period.

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Educating the Brilliant Child

At a recent meeting of grammar school members of the National Union of Teachers at Blackpool, Dr. Eric James of Manchester Grammar School made an interesting revelation that a brilliant child could be 'spotted' with certainty at the age of 11, or, earlier. He emphasised the need to 'back the winner' at the age of ten. This, he said, was a fitting age for transfer to the Grammar School. Dr. James added that the brilliant child is stable, though not athletic and is, generally, a better individual than the normal or subnormal child. Exceptional children of such calibre should be provided with remedial emotional education of the highest quality. Their training should be highly verbal with ample opportunities for arts, crafts and music.

* * * *

Honour for Service

In recognition of 30 years' long and irreproachable service, teachers in U.S.S.R. receive the honour of the "Order of Lenin". For exceptional distinction the title of "Honoured Teacher" is awarded. These honours are conferred by the decision of the Presidium of the Supreme Soviet of the Union Republic.

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In the Near and Middle East

A technical assistance programme in education and science is now being operated in the Near and Middle East by Unesco.

In Egypt, a Unesco training centre in Fundamental Education, serving the Arab World, is open at Sirs-El-Layyan, 40 miles from Cairo. 56 trainees are at the Centre, beginning their work with intensive surveys of educational and other conditions in the villages of Egypt's Manouf district.

Unesco schools are also serving refugee children in camps outside Aman, the capital of Jordan.

Seven literacy classes have been run at Dujaila in Iraq. To assure the programme's future, a national centre to train Fundamental Education leaders is also being established here.

In the Lebanon, Unesco is participating in a Government programme of educational development with its missions concentrating on the revision of text-books and on educational and vocational guidance.

A Unesco team in Syria has co-operated with the government in re-organising commercial, technical and agricultural education.

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New Classroom Design

A multi-purpose classroom has been designed by the headmaster of the Collary-Narrabeen School in New South Wales, Australia. Instead of the usual classroom, he has broken up the area into sections for general assembly and instruction. There are attached library study rooms, a nature study room and an arts and crafts room. These are separated by polarised glass, which can on occasion be folded and the rooms transferred into a theatre.

* * * *

New Study Project for U. S. Women

The Ellis L. Phillips Foundation of New York has granted $50,000 on a New Study Project for women in the United States. This includes the education of girls for their future requirements at home, at work and as citizens; their opportunities and contributions at university level and in adult education.

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Radio School for Outback Australian Children

The New South Wales State Minister for Education announced recently that a radio school for children in the isolated far west of New South Wales would operate before the end of 1953. This two-way school of the air will take school lessons into the homes of 72 out-back children whose families possess two-way radio transmitter receiving sets, called Trans-ceiver sets.

The Service will operate from the Flying Doctor Radio Station, five miles from Broken Hill, and lessons consisting of two morning periods, to begin with, will be sent by land line to children within several hundred miles' radius.

The specially constructed two-room school with a broadcasting studio at Broken Hill will have a piano, a record-player, a tape recorder and amplifiers. A teacher is being specially trained in Sydney to do the job.

A similar 'radio school of the air' has been operating since 1950 from Alice Springs, in Central Australia. This school serves up to 200 pupils within a radius of 16,000 square miles.

* * * *

Transvaal's New Library

In a newly established school library of Spring Boy's High School, Transvaal, encyclopaedias, books on technical material, history, adventure and other instructive reading material has replaced 'thrillers' and 'westerns'. Students have evinced a decided preference for such literature.

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Unesco Survey

A recent Unesco survey issued in a release from Paris discloses that 85,000 students throughout the world went abroad last year to study in universities and other institutions of higher learning. The United States led in foreign enrolment with 30,332 students. Then came France with 8,946, the United Kingdom with 5,856, Egypt with 4,531 and Switzerland with 4,363.

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Unesco Technical Assistance

Under the expanded programme of technical assistance launched in 1951, Unesco at present renders expert technical guidance to thirty-two countries. A total contribution of $21,000,000 has been pledged for 1953 by the participating nations; Unesco technical assistance budget for the year amounts to $3,231,000.

Beginning with fundamental education, it continues up through primary and secondary education, vocational education and teacher-training to scientific research.

Unesco experts include chemists, geologists, science-teachers, mineralogists, electrical engineers, librarians, biologists, teachers of carpentry, hydrogeologists, educational broadcasters, geodesists, hydraulic engineers, etc. They work side by side with local "counterpart" personnel.

The most striking example of Unesco technical assistance in fundamental education is at Patzcuaro, Mexico.

In India, a Unesco mission has helped to carry out studies in the design of harbours, ships and technology.

Fellowships for training abroad are part of this technical assistance. There are now 160 fellows studying with Unesco technical assistance grants.

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U. S. Snippets

In five towns in America, efforts at co-operation between the school system and the local communities have been notably successful. In Minneapolis (Minnesota), a city-wide citizen movement recently gave battle to a public school crisis. The Citizen's Committee on Public Education—with about 100 affiliated organizations—spear-headed a successful drive to get the citizens to vote for an increased mill rate for their schools. They sponsored a modern school to illustrate the need for an improved school and equipment.

In Orono, an entirely rural community, nine districts transformed a string of one-room ungraded schoolrooms into a modern first-grade-through-high school system.

At Scarsdale, a residential suburb of New York City, a seven-member board has been constituted of men and women, who serve without pay and meet for long hours. They operate a school system which includes a senior and junior high school and three elementary schools with a total of 3,000 pupils. The School brings in groups of

parents to acquaint them with school policies. The Parent Teachers' Association Council has a Public Relations Committee to interpret the work of the schools to the community. Likewise, the Parent-Teachers' Association of Ferndale, in Michigan, is not the traditional speaker-type meeting. It helps to mould the curriculum at school through bi-monthly curriculum conferences between teachers and administrators.

In Arlington, a citizen movement set up the first and the only elected School Board in the State of Virginia. The Board consists of permanent advisory councils, each council served by nearly 400 members. The Board holds public meetings on all important matters which effect the entire community. There is a citizen's committee for school improvement.

* * * *

Warsaw's Sight Conservation School

Established by a special committee of representatives from Ministries of Health and Education, Warsaw's new 'Sight Conservation School' is among the first of its kind. All Warsaw elementary schools are instructed to admit there students who complain of poor eyesight. Eye specialists from the Central Eye Clinic visit the School regularly. Students are taught practical skills like typing etc.

* * * *

Talk to Teachers

I would like to talk to teachers this month not primarily as educators but as potential writers for adults and this idea has been suggested to me by a "Literary Workshop" that the Government of India are organizing at Delhi at the moment in order to train selected writers in writing for adults. As we all know, there is a great and deplorable dearth of suitable reading material for neo-literates and persons who have received education, say, up to the primary level. They constitute the bulk of our potential readers and it is through the quickening of their interest and the enrichment of their life that we can look forward to the raising of material and cultural standard in the country. In attempting to do so, well written books, suited to the needs, the psychology and the interests of this section of the population can play a very vital part. It is, therefore, a matter of great concern to all who are interested in the educational and cultural progress of the people that sufficient literature of the right type is not available for them and Government of India have been taking various steps, in co-operation with State Governments and voluntary agencies, to encourage and sponsor the publication of such literature. Amongst these measures is this scheme for the organization of four "Literary Workshops" in different linguistic regions of the country in order to provide an opportunity to promising writers to live and work together for a month, under competent and technically qualified guidance, to study the special problems of writing for adults—their needs, their psychology, their linguistic capacity, their interests—to discuss the right methods and techniques, to analyse critically the existing adult literature, to formulate the right principles and approaches and eventually to produce a few specimens of writing which are likely to appeal to the adults. This seems rather a tall order for a workshop which is to last for only one month, but it is possible to attempt this because the persons selected to participate are those who have already had some experience of writing and require mainly an orientation of their gift in this direction. The experience of the first workshop, which will be concluding shortly, has been quite promising and the Ministry of Education are hopeful that, as a result of these four workshops—which have been made possible through the financial co-operation of the Ford Foundation—it will be possible to provide useful training to about one hundred writers, who will acquire special interest in, and some trained capacity for, the production of suitable literature of adults. It is hoped that the Reports of these Workshops will be published in due course for the guidance of all interested in this field of work.

My main purpose in this talk is to invite the attention of teachers in general—those, at any rate, who have some flair for writing—to this extensive and fascinating field and to suggest to them the possibility of exploring it and taking up the project of writing for adults as a useful, and possibly lucrative, hobby. In some ways, they are (as a class) specially fitted to do so. They are engaged in educational work and the work of adult education is coming to them in an increasing measure. This gives them an opportunity of coming into contact with adults —in cities as well as villages—, of learning something of their needs and problems and getting to know the technique of establishing mental contact with them. They have also at their disposal, in some cases the school or other local libraries where they can find the necessary reference material required for undertaking this work. If, therefore, some of them could devote a little of their leisure to such writing—though I know very well that a majority of them have not much leisure to talk about!—it is quite possible that they may be able to make a useful contribution to this urgent national need. I am by no means suggesting that a large proportion of teachers can become writers, but I have not the least doubt that, amongst the hundreds of thousands of teachers in India in all types of institutions, higher and lower, there are at least hundreds of potential writers who, with some encouragement and some strength of purpose, can usefully participate in this educational activity. Great creative artists and writers are, I suppose, born as is usually maintained, but a fair proportion of those who write—and write usefully and competently—have surely to *train* themselves for it and, if they are earnest and sincere, there is no reason why they cannot attain a reasonable degree of efficiency in the craft of writing. And, after all unless you have given yourself a chance with a seriousness of purpose, how do you know that you cannot write!

Presuming that this appeal of mine would persuade at least a few teachers to try their hand at this "new trade", it seems necessary to elucidate a few basic considerations which must be observed by all writers for adults. In the first place, they should remember that they are not writing in a vacuum, as it were, but for a special audience whose needs and interests have to be studied, understood and appreciated. Writing, like speech, is a traffic of the minds, a means of "communication" and if the writer forgets that he is writing in order to be *read* by a certain class of people he can never succeed in establishing genuine *rapport* with them. This basic principle applies equally to the choice of the themes, the selection of the vocabulary and the style of presentation. The themes must be living themes lifted out of the life of the people, concerned with their daily activities and welfare or with the enlargement of their life in directions whose utility and relevance they can appreciate. There is really no dearth of problems about which we must educate our people and give them useful and reliable knowledge. The whole field covered by the Social Education syllabus—health and hygiene, civics, useful everyday knowledge, economic problems, recreation, reading for pleasure—provides numerous significant themes. The same point has to be borne in mind in the choice of language and vocabulary. The average adult has a good deal of practical experience of men and matters and is mentally

mature enough to understand many important issues of modern life. But his knowledge of technical terms is extremely limited; his vocabulary is not extensive; the words that he uses have vitality and depth of associations but often lack the stamp of the scholar's usage and approval. The writer must not only bear these facts of the objective situation in mind but actually turn them to his advantage. He should use simple, suitable and popular words which have the widest currency, without bothering about their ancestry or their geographical associations. It is the aptness of the use by a good writer which confers dignity and significance on words. Any writer who suffers from a narrowness of the heart or mind in the matter of language and jibs at words which have come from particular sources—the spoken dialects of the masses or certain regions of the country or from certain classical or modern sources—impoverishes the language and stultifies himself. The same consideration applies to the style also—it should be lucid, easily comprehensible and designed to awaken interest and curiosity, and there should be no attempt to over-awe the reader with a display of scholarship or "linguistic virtuosity". Sometimes educated persons are apt to imagine that our adults, who are just barely literate, are not capable of understanding anything beyond the simplest of practical ideas and suggestions. This is sheer nonsense. It is generally our own failure that we attribute to them. We are not able to speak their language; we cannot put things to them in a clear and lucid manner and with apt illustrations. Those who have heard or read, for instance, Mahatma Gandhi's speeches or the talks given by Acharya Vinoba Bhave will realize how in the hands of a man of the people, simple language which they can easily understand, can become an effective vehicle for conveying all kinds of social, political, economic, cultural and religious ideas. One great advantage, therefore, of adopting a popular style and using an easy and elastic vocabulary is that the writer can introduce significant subject matter and need not insult the adult mind by confining himself to very elementary and childish matters.

The art of *presentation* is really all important for writers of books for adults as also, indeed, for children. If you know *how* to talk to them, to address them directly, to look at matters with their eyes and to hear through their ears, you can become a successful writer. In India there is great need today for writers who can act as "middle-men"—that is, they need not be first-rate or original thinkers themselves but they should have the capacity to take things from such persons and to popularize them, to put them across to the neo-literates and the inadequately educated persons. In England, U.S.A., Soviet Russia and many other countries some very good writers have devoted themselves specifically to this field and have thereby helped to raise general intellectual standards considerably. We should try and create such a class of writers and I have the feeling that some of our more intelligent teachers, who have some capacity to write, *can* perform this function satisfactorily. There are many other problems and considerations that have to be taken into account in this connection, but they will be dealt with, I hope, in the Reports of these Workshops when they are published. I would like to stress one crucial consideration again, because that is, in many ways, basic to the success of this work. Whatever we write for adults must be of *interest* to them,

both in the popular sense of the word *i.e.*, likely to appeal to them and to give them pleasure and in the literal and psychological sense *i.e.*, as something which is of direct *concern* and significance for them. If the adults do not take pleasure in reading and do not acquire the reading habit, the mere existence of good books, full of useful subject matter. will not be of much avail. In planning any programme of such publications, the beginning should be made with small, easy, interesting booklets which either deal with their everyday affairs and concerns or are likely to give them enjoyment. When they come to look upon the book as a friend in need as well as an entertaining companion, more than half the battle will be won. They will be on the look-out for good books and, as these come out, they will be read with avidity. It is, therefore, more important in the early stages to light candles, as it were, in the minds of the adults and to arouse their curiosity than to stuff them with dry information. A few things explained with clarity and definiteness, so that they will become a part of the adult's mind and influence his behaviour, are educationally far more valuable than a great many, ill-assimilated things that are at best a burden on the memory.

I invite teachers to undertake writings of this kind for the use of our neo-literate adults and, if any of them can really produce things of value. breaking new ground either in the method of presentation or in the selection of themes, it will not be very difficult to find ways and means of publishing them for the use of potential readers.

K.G.S.

Book Reviews

The Impact of Science on Society
By Bertrand Russell. George Allen and Unwin Ltd., 1952, 7Sh. 6d.

BERTRAND Russell's book comes at a most opportune moment. India, poised as she is on the threshold of her Industrial Revolution can, if she so chooses, benefit from the experience of countries which have known the effects of about two centuries of industrialization. Russell, in his book, has brought these effects together and subjected them to a clear, logical, scrutiny.

That the scientific method—observation and inference—shatters belief in various superstitions, once hallowed as traditions, is well known. We, in India, are steeped in belief which Time has rendered sacrosanct; but we must inevitably shed such doctrines as cannot stand the test of rational enquiry. We shall do so in imperceptible degrees and only as the methods of Science bring about that alleviation of human suffering which is the desired, albeit mocking, goal of Humanity. As Russell takes pains to point out, the experience of the West shows that the immediate result of industrialization is increase in the sum of human misery. "The industrial revolution," he says, "caused unspeakable misery both in England and in America. I do not think that the student of Economic history can doubt that the average of happiness in the early nineteenth century was lower than it had been a hundred years earlier; and this was due almost entirely to scientific technique." Perhaps, India, too, may have to pay this price or again, perhaps, we will be able so to phase our use of machines as to avoid these pitfalls. In any case, our attention has been drawn to the evils which are inherent in the transition period.

But it would be doing Russell a wrong if the impression were given that he is a "dark prophet". On the contrary, even though his unmatched brilliance of intellect enables him to probe the various ills which the application of scientific technique to Production, Distribution, State Organization, Propaganda and War can bring about, he nevertheless is of the view that the benefits which accrue more than offset the evils. He shows that modern scientific technique can make it possible for Man to live without fear of poverty, pain, and disease and that advances in the field of Medicine, to take one instance alone, have saved more lives than quite a few World Wars have been able to destroy.

Thus, despite atomic mutterings of impending disaster to which he draws pointed attention, Russell shows that by the applications of scientific technique alone can Humanity survive provided that Man, in his unwisdom is not made into a mere cog in a machine, and provided a social structure is evolved in which a man "can be useful; can be as far as possible secure from undeserved

misfortune, and can have opportunity for initiative in all ways not positively harmful to others".

P. Gangulee

A Public School for tomorrow: by Marion Nesbitt, Published by Harper and Brothers, New York, 1953, pp. 164, XVI, price $2.75.

THE book is the absorbing story of the day-to-day life and work of an elementary school in the States and not, as the title is likely to suggest to some, of any independent residential school. The Matthew F. Maury School, Richmond, Virginia, is famous among the elementary schools of that country for its child-centred education and other progressive practices. Housed in an old school building—one of the oldest in the city—and staffed with no specially selected teachers—but those who are prepared to put their shoulders to the wheel—the school has more than adequately done its duty by the children entrusted to its charge. The school follows no rigid syllabus or curriculum except those which the children and their guide-teachers agree upon among themselves. Language, Mathematics, Science, Music etc. are taught not as so many separate subjects but as activities and experiences enmeshed in the very business of day-to-day living. Learning, in the circumstances, occurs easily and emotional meshed in the very business of day-to-with a certain inevitability. The school, in short, is an excellent example of the kind of good work that is possible under ordinary school conditions provided the head and the staff are keenly alive to the responsibilities which the onerous business of educating the young places on their shoulders.

Another remarkable feature about the Maury School is the close co-operation that exists between it and the community it serves. We, in this country, have often wished to develop our basic schools into school-*cum*-community centres. Here is an example of such an institution, the significance of whose life and work to the community at large is no less vital than to young school-goers.

There is, however, one point which a critical reader will not overlook. The story as presented gives no idea regarding the academic achievements of its pupils. How would these compare with the standards obtaining in the other schools? In the absence of scientific evidence on this point, an undiscerning critic can always hypothesise that progressive schooling is incompatible with good academic standards. This, as we know, need not be true, but unless some exact information is provided in this behalf, the charge cannot be squarely met.

The book makes fascinating reading and enables readers to imagine and share the life and experiences of the little community of the Maury School. It is a mine of sound educational suggestions and is particularly recommended to parents and to teachers of primary and junior basic schools.

Veda Prakasha

A Short History of Educational Ideas: Curtis, S. J. and Boltwood, M.E.A., University Tutorial Press, Ltd., London, 1953, Price 18 s. 6 d.

THERE has evidently been a general tendency in the post-Second World War period to formulate theories of education almost entirely

from what has been called a pragmatic standpoint. We are concerned now-a-days primarily with achieving results of some sort—with eradicating illiteracy, with preparing youth for jobs, with producing leaders to carry on the administration, and so on. We are concerned more about getting things done than about **how** they are done or how they can best be done. Again, many of the programmes of education that are being drawn up both here in this country and elsewhere smack of a motive, conscious or unconscious, to present something new, something out of the ordinary, something that will capture the popular imagination. Consideration of basic principles and of universal and ultimate values is more often than not at a discount in the formulation of such schemes and programmes.

In the formulation of any educational system we need to keep in mind not only the present and the future but also the past. We need to be well informed about the theories of educators in days gone by and to profit by their experiences and experiments; and so even in the modern pragmatic age there is scope for a careful study of the history of educational ideas for the building up of a sound educational system based on first principles and fundamental aims. Dr. Curtis and Mr. Boultwood have, in the book under review, given us a generous opportunity to think of the past. They have refrained from forcing upon their readers any particular doctrine and have contented themselves wisely with pressenting "the creative ideas, which from the earliest times to the present day, have shaped men's conceptions of the aims and meaning of the educational process". The approach is both chronological and biographical. The authors themselves tell us that the biographical approach was "deliberately selected to make the reader aware of the dangers of over-generalization in educational thinking and the mis-application of past ideas to present circumstances."

It must be pointed out that the authors have confined their attention to Western educational thought. A special feature of the book is the presentation of the ideas of a number of English writers whose views have received little or no attention in other books on the history of education. Besides a discussion of the educational phoilosophy of Wordsworth there are two whole chapters devoted to the English educational writers of the nineteenth century, including little known writers like the Edgeworths and Robert Lowe. The book concludes with a useful chapter on some educational writers of the twentieth century, mostly English, who have made very notable contributions to modern educational thought. For a reader like the author of this review, who received his professional education in England, it is singularly gratifying to find a presentation, howsoever brief, of the views on education of Sir John Adams, Sir Percy Nunn, Dr. Mannheim, Dr. Whitehead and Sir Fred Clarke. Here for the first time, perhaps, is an attempt to show how the views of Sir Fred Clarke complement the views of Sir Percy Nunn. In the words of the authors, "It seems that Clarke's role has been to make more explicit what Nunn had taken for granted," "that the development of the child's powers can only take place in terms of the common culture".

The 'Suggestions for further Reading' drawn up at the end of each chapter are intended to help the reader to

undertake a further examination and assessment of the aims of education expounded by the authors who have given us as excellent a history of Western educational ideas as is possible within the compass of 500 pages.

E. A. Pires

College and the Community: A Critical Study ot Higher Education—by Baker Brownell, New York, Harper & Brothers: 1952, VI† 24/PP †Index

THERE can be few people better fitted to present us with a critique of Higher Education than Professor Brownell, who has established an international reputation as director of the famous educational experiment at the North Western University (known as the course in contemporary thought from 1923 to 1943) and as a co-author of the Montana Project of Community education.

In Professor Brownell's view university education has on the whole been a failure. He attributes the failure to the assumptions on which modern college life appears to be based. The first of these assumptions is that the student during the entire period of his academic career should live on someone else's income, learn on someone else's authority and thus postpone mature responsibility. Another assumption is that the student must be withdrawn from his home and community, placed in an artificial environment called a 'campus' and thus be segregated from normal relation ships within his community. Finally, it is assumed that there is virtue in the complete divorce that at present exists between the student's academic life and his practice. The author believes that this cleavage promotes the growth of "a mobile, rootless life. an urban indifferentism of mentality, a sterile, gay and, as it were, irresponsible biology".

Mr. Brownell considers that the remedy lies in a complete reorientation of educational system which should be based on the complementary development of both integrating and centrifugal processes. The first involves breaking-down the barriers between classes into which learning has unhappily been divided, and the consolidation of their fragmentary subject-matter into a whole which will harmonise college work with the student's life. The second of the processes consists in taking higher education to small places, to help develop local leaders, and to enrich life in small communities. Much of what the author says in support of his views is thought-provoking, and he is never more convincing than when he describes the various practical experiments he made with his ideas, particularly at North Western and in Montana.

Professor Brownell is, however, on more dangerous ground when he is at pains to prove that all knowledge is action. 'What variety is this', he asks, 'to know a dozen things when the knowledge has no continuity with the rest of life? If a man cannot identify knowledge with action, does he really know?' Perhaps, the most important merit of 'useless' knowledge is that it promotes a contemplative habit of mind. The habit of finding pleasure in thought rather than in action is a protection against unwisdom and excessive love of power. It is a means of preserving serenity in misfortune and peace of mind in tribulation. We hold up Hamlet as an example of thought without action, and are apt to

forget that Othello is a warning against action without thought. It is important to remember that the voice which said that 'theory is grey but the tree of life is green" was not the voice of Goethe but of Mephistopheles.

Sourindranath Roy

"Chalk in my Hair": by 'Balaam' Publishers—Earnest Benn Ltd., London 1953. Price. sh. 10 6d.

DESCRIBED as "not so much a book as an explosion", "Chalk in my Hair" is a refreshingly candid discussion of the problems of a teacher. The veil is torn from idealistic portraits of the teacher living in a world surrounded by reverence and sanctified by sacrifice. The preface sets out by pronouncing light-heartedly that "all teachers go mad in the end though some take longer than others." It continues in that vein, but seriousness underlies the apparently light-hearted narrative and the solid experience of 20 teaching years gives ballast to 'Balaam's' pronouncements on secondary schools and on such controversial subjects as Morning Assemblies, Headmasters, Head-ship seeking, Boarding School Life, Inspectors, School reports, School governors and Teaching for a Living. Teachers should enjoy this even more than the common reader but both will read it with amusement and substantial agreement.

Most of the theses advanced are sound, and though the author refuses to be unduly optimistic about the prospects of the would-be teacher or the status of the profession, he is neither depressed nor depressing, though he may sometimes tend to be cynical. It is his view that teaching, like other professional activities, is a craft rather than a gift, and that only those who study the long-term conditions of the teacher's life and learn from their practical experience to achieve a balance between learning and sport, positive administration and non-interference, robust geniality and discipline, can make a success of what is, in the final analysis, an extremely hard job.

Short sketches, suitably disguised, of colleagues, of school conditions that are revealing of the leeway that remains to be made up in even such countries as England, on sub-normal children and the attitude and dubious value of inspectors add personal flavour and relish to what reads as easily as a thriller.

Muriel Wasi

'Social Education Literature for Authors, Artists, Publishers, Teachers, Librarians and Governments' by S. R. Ranganathan. Delhi, Indian Adult Education Association and London G. Blunt & Sons: 1952 Price Rs. 10/8/-.

DR. RANGANATHAN, who had earned his world-wide reputation in the field of librarianship, has of late used his talents in the field of Social Education as well. This has undoubtedly enriched our literature in this field. This is the most recent of Dr. Ranganathan's works on Social Education.

The book has a wide sweep. In fact this concern for 'wide sweep' has led the author in many places into byeways far from his proper subject.

The reader will also have to make allowance for certain mannerisms. But that once done, he will find the book a mine of useful information, not only of theoretical interest in the field of Social Education literature, but also of immediate practical use to authors, publishers and distributors in the book trade.

The **Pundits** in the field of Social Eudcation literature will be specially interested in two original suggestions in the field. One pertains to what Dr. Ranganathan calls "Omnibus Crafts-Centered Literature" (pp.122-124) and the other, to what he calls "Audio-visual Literature" (pp.124-129). The former advocates a series of volumes centring round a particular craft and may be said to be the extension of the idea of Basic education in the sphere of social education literature. The other is a plea for enhancing the usual appeal of a book for adults and to supplement it, if possible, by gramophone recordings. Dr. Ranganathan has a contempt for those who would plead financial limitations as obstacles in the way of such audio-visual literature.

Sohan Singh

SHORTER NOTICES

Literature For Neo-Literates, published by Indian Adult Education Association, 30, Faiz Bazar, Delhi, 1953. Price:, Rs. 10/8/-.

"LITERATURE For Neo-Literates' is a report of the Third National Seminar, organised by the Indian Adult Education Association at Jamia Millia, Okhla, Delhi from December 20th to 26th, 1952. The objective of the Seminar was to arrive "at working principles to help authors, editors, translators and other collaborators...... in the production of literature for neo-literates in the different languages of India, with maximal efficiency".

The book, divided into 18 chapters, analyses the problem of adult education and records the deliberations of the Seminar in the light of such analysis. The Conspectus gives a brief summary of the contents.

The subject of the Seminar was divided into ten topics and the participants divided themselves into eight groups for intimate and intensive discussion of these topics. Chapters one to ten are devoted one to each of the ten topics chosen for investigation. Each chapter contains "Findings" of the participants on the topic. The chapters formulate problems which should be investigated by competent agencies by appropriate methods of research. Chapters 3 and 4 mark out areas requiring demonstration by Pilot Projects that can be operated by Governments. Chapters 12 to 18 contain addresses made at the Seminar, names of participants and details of an Exhibition of Adult Literature staged on the occassion.

Kala Thairani

The Teaching of Art: By L. de C—Bucher Publishers Blackie and Son Ltd.; Price 25 sh.

THE chief excellence of this elaborate book of writing and coloured illustration is not originality but commonsense. Practicality, judgment and experience inform every page and the discoveries of even so great a master as Franz Cizek do not go unchallenged.

The writer is primarily an art-teacher, not an artist, and his judgments are nicely hedged round by what he conceives to be reasonable and practicable in respect of child drawing and painting, clay-modelling, designing and pattern-making. Numerous illustrations by children of various age-groups, temperaments and talents help to drive points home and to convince the art-teacher that drawing and painting are urgent and necessary forms of self-expression for the growing child. The range of work and child studied, the experiments recorded and the wise suggestions made to foster self-expression and to improve craftsmanship should make this book valuable to India where art-education is still in its infancy. Its freedom from dogma is especially helpful, for the principles it enunciates will require to be applied with some flexibility.

Muriel Wasi

The Year Book of the National Society for the Study of Education (NSSE Year Book); University of Chicago Press—1953; $3·50 for each Volume in cloth binding; $2·75 in paper covers.

THE 1953 Year Book of NSSE comprises two volumes. Part I deals with "Adapting the Secondary Programme to the needs of Youth". It describes effective methods of identifying the needs of youth and of translating those needs into appropriate teaching goals. Part II entitled "The Community School" emphasises how the school programmes have been adjusted to the requirements of Community-Centred movements that aim at the Cultural Welfare of all groups of population.

G. S. Dhar.

Common Indian Herbs: by N. A. Watts. Published by The First Calcutta Local Association, Bharat Scouts and Guides, Price Rs. 1/8/-.

THIS booklet contains a collection of some common Indian herbs well illustrated and described in non-technical language. It will help in fostering a naturalistic outlook among boy scouts which seems to be the main purpose of the author.

The flora of India are a mixed variety. Herbs found in one place may not be found in another. Thus, it would have been more appropriate to call the booklet 'Boy Scout Guide to Common Herbs and Shrubs of Calcutta' rather than 'Common Indian Herbs'.

Daya Nand Pant

'Praudh Aur-Samajik Shiksha Ke Naye Prayog' (New Experiments in the Field of Adult & Social Education) by Mrs. Urmila Johari, M.A.; Vidya Mandir Ltd., New Delhi: 1953: Price Rs. 3/8/-.

THIS book is a compilation of articles published from time to time by Mrs. Urmila Johari as a result of her study and observations in the field of adult education in the United States. The book covers a wide field, such as extension work of universities, agriculture extension service in the U.S.A., the 4-H clubs, public libraries and a host of other agencies engaged in adult education and allied activities in the U.S.A.

Mrs. Johari has given a brief but essentially helpful description of these associations and agencies. In some places, unhappily, words tend to run away with her. Simpler language might have been more helpful to her readers.

Social Education workers in our country, and specially organisers in the Community Projects, will find a perusal of the work rewarding. Though many types of work described will be beyond their reach for the time being, the book should widen their horizon.

An index would have added to its value.

Sohan Singh

Indian Journal of Audit Education; Vol. XIV No. 2, June 1953; Special Shafiq-ur-Rehman Kidwai Number. Published by Indian Adult Education Association, Delhi; Price Rs. 1/4/-.

ON April 2nd, 1953 the Education Minister of Delhi State, the Hon'ble Shafiq-ur-Rehman Kidwai died. It was a loss not to the State of Delhi only, but to India. The Indian Adult Education Association, Delhi, has fittingly brought out a special issue commemorating an eminent educationist, a public worker, and an extremely warm and affectionate human being. The volume contains appreciations by Messrs Amarnath Jha, Ranjit M. Chetsingh, K. G. Saiyidain, M. Mujeeb and others.

A. N. D.

Indian Sculpture in Bronze and Stone, Vol. I, published under the auspices of the Ministry of Education, Government of India and under the care of the Institute Italiano per II Medio Ed Estremo Oriente, Rome.

'INDIAN Sculpture in Bronze and Stone' is an album containing 20 plates on Indian art selected from among the vast sculptured panels and numerous bronze pieces all over India. Generally, the works are of the medieval period. This collection arranged by Madanjeet Singh shows types of sculpture of various epochs and sources, illustrating the expressions and essential characteristics of Indian plastic art.

Giuseppe Tucci explains in an introduction the curious blending of Indian art under varied influences such as Hindu, Buddhistic and Jainistic. "Indian art", he says, "has not limited itself to the reproduction of the abstract type, youth far from all human passion, but expresses also the fullness of life and the exultant joy of the whole creation".

Production is elaborate and excellent and the pictures achieve some of the realism of their magnificant subjects. The album would adorn any library or educational institution; for an art library it is an indispensible acquisition.

Kala Thairani

"Towards World Understanding". (Unesco Publications)

BOOKLET I has been prepared by Unesco as a part of its programme to stimulate and assist education for international understanding in the schools of its Member States. The object is to develop in young minds an attitude favourable to international understanding and to give them a sense of responsibility towards the local community, the nation and the world society of the future.

To achieve that object, the booklet makes various suggestions: firstly. that teaching about the U.N. and its agencies should be undertaken at vari-

ous age levels, including very young children, so that the child may benefit from the effect of "cumulative and repetitive teaching on this subject". It suggests special means of presenting the U.N. and its Agencies to children, such as bulletin boards, assemblies, study clubs, school publications etc. Finally, it recommends that teachers should be suitably educated for this task. It calls on the Ministries of Education, non-Governmental Organizations and U.N. agencies to assist in this work.

Booklet II contains the reports of three groups formed at the Seminar on the *Education and Training of Teachers*, held at Ashridge, near Berkhamsted, Hertfordshire, in England, from July 15 to August 25, 1948. 47 persons from 22 different countries took part in this Seminar.

Group One took up the topic of child growth and development in the context of how teachers might be trained to tackle this problem competently. Group Two undertook the problem of training teachers for social understanding. "Unhappy, frustrated, dissatisfied teachers cannot help their pupils to become happy, well-adjusted young people". Group Three considered the role of teachers as potential contributors to better international understanding and made suggestions for preparing them for this task.

Booklet III contains the first bibliography published by Unesco on Education for international understanding. Chapter I is a bibliography of United Nations' publications and documents. Chapter II has been devoted to books on general education for international understanding such as teaching methods and educational aids, films and filmstrips. Chapter IV provides a list of bibliographies for those who want to make a more detailed study of particular problems.

Booklet IV contains a report prepared by a group of six teachers from Afghanistan, Chile, France, the Labanon, Thailand, and the U.S.A. who met together at Adelphi College, New York for six weeks in 1948. The Adelphi College Seminar, organized by Unesco in co-operation with the U.N., was attended by 36 participants from 21 countries.

The report, described as "a highly concentrated summary of the findings" of these six people, deals mostly with adult thinking about world citizenship and the United Nations, and with the "background needed to make an informed and intelligent teacher". The report is followed by a statement prepared by two of the participants on "Introducing the United Nations to Schools of the Arab World" in which the attitude of Arab teachers towards the problem of presenting this subject to their pupils is discussed and practical suggestions on how to accomplish this are made.

Kala Thairani

The Race Concept: Published by the Unesco, 19 Avenue Kleber, Paris—16, 1952. Price: $. 50:2/6:125 fr.

THIS book contains the results of an Inquiry conducted by Unesco into the Race Question. Declaring that racial doctrine is the outcome of a fundamentally anti-rational system of thought, Unesco turns to the means and methods of "Education, Science and Culture" to combat racial propaganda. "It is on this threefold front that the

battle against all forms of racism must be engaged."

In pursuance of this objective Unesco called the first conference of scientists at Unesco House from 12 to 14 December, 1949, where Brazil, France, India, Mexico, New Zealand, U.K. and U.S.A. were represented. The declaration drawn up by this group was severely criticized on all sides. The document, it was said, tended to confuse race as a biological fact and the concept of race as a social phenomenon. In order to clear up this misunderstanding, it was necessary to call a second group of scientists, on this occasion, of physical anthropologists and geneticists chosen particularly from among those who had expressed disagreement with the first statement. The second conference was held from 4 to 9 June, 1951. They prepared the document which is contained in this pamphlet.

The contents of the book fall mainly under three heads: (a) Statement on the Nature of Race and Racial Differences, (b) Observations and Comments on the Statement as a whole, (c) Comments and Criticisms on different items of the Statement. By printing, with the text of the Statement, all the comments to which it has given raise, Unesco hopes to enable the general Public to appreciate the fluctuations of scientific thought on the problem of race.

Kala Thairani

Impact of Science on Society (Vol. IV, No. I Spring 1953); Unesco; Price $·75. 3s. 6d; 175 fr.

ONE need hardly emphasise the obvious. Of all intellectual pursuits, Science has affected society the most. There is, perhaps, no aspect of human existence—political, social, moral—which has not wilted, altered and undergone a radical change under the impact of science. This short volume, contains, among others, chapters entitled 'Society in the Grip of Science' which analyses the mutual relationship between science and society, 'The Challenge of the Spaceship' which visualises the social consequences of interplanetary travel and which reads like a fairy tale, and 'National Development based on Science: The case of Denmark' which is a story of the transformation of modern Denmark from economic bankruptcy into a nation with a high standard of living.

A.N.D.

Bibliography of Children's Books in English

We publish below the second instalment of a bibliography of children's books in English obtainable at the Central Educational Library, New Delhi. It is intended chiefly for the use of Primary and Secondary School teachers and for children between the ages of seven and 12 years. Our first instalment of the bibliography was published in the June 1953 number of the Quarterly. The final instalment of books for children between the ages of 13 and 16 will appear in the December number of this Journal.

EDITOR.

Children's Books

Age Group 7—12 years

E—EASY BOOKS

Farmyard Picture Book. London, Ward, Lock, n.d.

The Golden Picture Book of Motors. London, Ward, Lock, n.d. illus.

Hall, Cyril.

Boats Big and Little. London, Blackie, n.d.

Harford, Violet.

Sunshine Corner; picture and story book. London, Juvenile Productions, n.d. illus.

Hillyard, M. D.

Our Caravan. London, Blackie, n.d.

Knight, M. F.

The laughing hour. London, Pitman, 1944. 69 p, illus.

Leaf, Munro.

Fair Play. London, Warne, 1949. 93 p.

Story of Simpson Sampson; illus. by Robert Lawson. London, Warne, 1944.

My Favourite Book. London, Blackie, n.d.

Picture Book of Dogs. London, Ward, Lock, n.d.

Picture Book of Firemen. London, Ward, Lock, n.d.

Picture Book of Trains. London, Ward, Lock, n.d.

Potter, Boatrix.

The Tale of Ginger & Pickles. London, Warne, n.d. 75 p.

Sunnyside Farm; about farm friends. London, Tuck, n.d.

F—FICTION

Anderson, H. C.

Story of the Storks and the flying trunk. London, Sandle, 1944. 32 p, illus.

Bagshawe, T. W.

Pompey was a penguin. London, O.U.P., 1946. 64 p, illus.

Blyton, Enid.

Five Go to Smuggler's Top; illus. by Eileen Soper. 192 p.

The mystery of the burnt cottage; illus. by J. Abbey, London, Methuen, 1936. 164 p.

Secret Seven Adventure; illus. by George Brook. Leicester, Brockhampton Press, 1952. 127 p.

Bowen, R. S.

Red Randall on Active Duty. New York Grosset, 1944. 211 p.

Bright Story Readers.

The Black Arrow; a tale of the two roses. London, Arnold, n.d. 96 p.

The boy slaves, by M. Reid. London, Arnold, n.d. 96 p.

Captain Cook's Voyages of Discovery, abridged by J. B. Marshall, London, Arnold, n.d. 96 p.

Christmas stocking and the tales its contents told by Elizabeth Wetherell. London, Arnold, n.d. 96 p.

History of Henry Esmond by W. M. Thackeray. London, Arnold, n.d. 128 p.

Little Women, by L. M. Alcott. London, Arnold, n.d. 96 p.

Norwegian folk tales, by F. A. Tapsell. London, Arnold, n.d.

Oscar the Brave; a tale of old Norway, by C. B. Rutley. London, Arnold, n.d. 64 p.

Quentin Durward, by Walter Scott. London, Arnold, n.d. 96 p.

Rip Van Winkle and the legends of sleepy hollow, by W. Irving. London, Arnold, n.d. 80 p.

Sindbad the Sailor from the Arabian Nights. London, Arnold, n.d. 64 p.

Some legends of Greece and Rome. London, Arnold, n.d. 96 p.

Stories from France, retold by F. A. Tapsell. London, Arnold, n.d. 48 p.

Stories from Tibet, retold by F. A. Tapsell. London, Arnold, n.d. 46 p.

Stories of the heroes of Greece retold by F. E. West. London, Arnold, n.d. 64 p.

Stories from the life of King Alfred, retold from Asser. London, Arnold, n.d. 96 p.

Story of William Tell, retold by J. B. Marshall. London, Arnold, n.d. 95 p.

Bright Story Readers.

A Tale of two mysteries. London, Arnold, n.d. 63 p.

Treasure Island by R. L. Stevenson. London, Arnold, n.d. 95 p.

The Ugly Duckling and Other Stories. H. C. Anderson. London, Arnold, n.d. 32 p.

Browning, Robert.

The flight of the duchesss the story from the poem by R. Browning, told to children by J. Field. London, Crowther, n.d. 40 p. illus.

Bullivant, Garland.

Little Lass; illustrated by Frank Hart. London, Countrylife, 1943, 90 p.

Carroll, Lewis.

Alice in Wonderland, illus. by Gil Dyer. London, Foulsham, n.d. 127 p. 18½ cm.

Alice's Adventures in Wonderland; illus. by J. Tenniel. London, Penguin Books, 1946. 168 p. illus.

(The) Complete works of Lewis Carroll with an introduction by Alexander Woolcott and the illustrations by John Tenniel. London, Nonesuch Press, 1939, 1165 p.

Chaundler, Christine.

The Odd Ones; illus. by Harry Rountree. London, Country Life, 1944. 107 p.

The Children's Ali Baba. London, Harrap, 1952. 64 p.

Cockroll, Marian.

Shadow Castle. New York, McGraw-Hill, 122 p.

Defoe, Daniel.

A short Robinson Crusoe; retold by F. H. Lee. Harrap, 1952. 95 p.

DeLa Mare, Walter.

Dick Whittington. London, Hulton Press, 1951, illus.

Deverson, H. J.

The Map that came to life. London, O.U.P., 1945.

Fairfax-Lucy, Brian.

Horse from India. London, Muller, 1945. 187 p. illus.

Gann, Pixie.

Periwinkle Popcorn. London, Warne, 1944. 192 p.

Garis, H. R.

Uncle Wiggily's Fortune. New York, Platt and Munk, 1942. 185 p.

Gorse, Golden.

Moorland Mousie. London, Country Life, 1944. 127 p.

Older Mouse; plates by L. Edwards. London, Country Life Co., 1944. 127 p.

Godden, Rumer.

The Doll's House with pictures by Dana Saints busy. London, Michael, 1947. 112 p.

Goulden, Shirley.

Flak; the story of a Canine hero of the War; illus. by J. Abbey. London, Allen, n.d. illus.

Grahame, Kenneth.

First Whisper of the wind in the willows. London, Methmen, 1944. 89 p. illus.

Grigs, Mary.

Animal Joe; illus. by Newton Whittaker. London, O.U.P. 1946. 112 p.

Henning, Paul.

Sweet Home; from Kenneth Grahame's "The Wind in the Willows". London, Methuen, 1946. 34 p.

Herbertson, A. G.

Gulliver's travels. London, Blackie, n.d. 78 p, illus.

Jean-Javal, Lily.

Fortune's Caravan. London, O.U.P. 1946. 120 p.

Johns, W. E.

Biggles flies south. London, O.U.P. n.d. 255 p.

Kelway, Phyllis.

Squirrel Book. London, Collins, 1944. 78 p, illus.

Kingsley, Charles.

Children's Water Babies adapted from Charles Kinsley by F. H. Lee; illus. by H. C. Appleton. London, Harrap, 1952. 79 p, illus.

The Water Babies. London, Juvenile Productions, n.d.

The Water-babies. London, Blackie, n.d. 224 p.

The Water Babies, illus. by C. E. M. Peterson. London, Children's Press, n.d.

Knight, M. F.

Aldous Greenwings fortune. London, Countrylife, 128 p, illus.

Lagerlof, Selma.

Wonderful Adventures of Nils. London, Dent, 1950. 294 p, illus.

Lee, F. H.

Children's book of animal tales. London, Harrap, 1947. 62 p, illus.

Children's book of favourite tales. London, Harrap, 1947. 63 p.

Children's book of heroines. London, Harrap, 1952. 63 p.

Children's Joan of Arc. London, Harrap, 1952. 64 p, illus.

Lloyd, J. I.

The People of the Valley. London, Country Life, 1943. VI, 73 p.

Macaulay.

Battle of lake Regillus; from Lays of ancient Rome; told to Children by Josphine Field. London, Crowther, n.d. 32 p.

Horatio; from lays of ancient Rome; told to the children by Josphine Field. London, Crowther, n.d. 39 p.

Martin, Dorothy.

Munya the lion. London, O.U.P. 1946. 48 p, illus.

Mead, Stella.

The Adventures of Wibbly Mouse; illus. by Lettie Gorn. London, Amex, n.d.

Mickle, A. D.

The Trio from Rio. London, Collins, 1947. 192 p.

Mills, Annette.

Muffin and the Magic Hat. London, University of London Press, 1951. 128 p, illus.

Salton, Felise.

(The) City Jungle. London, Pilot Press, 1947, 191 p.

Shakespeare, William.

Henry IV (Part I) Sussex, Crowther, n.d. 59 p.

Snell, R. J.

The Dinner that was always there; illus. by S. K. Sprith. Chicago, A. Whitman, 1938. 95 p.

Spender, B. E.

On'y Tony; the adventures of three ponies and a little boy; illus. by B. Turner. London, Country Life, 1944. 62 p. illus.

Stevenson, R. L.

Treasure Island. London, Saturn Press, n.d. 298 p, illus.

Stokes, Vernon & Harnett, Cynthia.

Davids new world; the making of a sportsman. London, Country Life, 1944. 88 p, illus.

Swift, Jonathan.

Gulliver; adapted by F. H. Lee, illustrated by Willy Pogany. London, Harrap, 1950. 64 p, illus.

Gulliver's travels. London, Blackie, n.d. 182 p.

Tales retold for easy reading. London, O.U.P., Ist Series.

Adam Bede by George Eliot; retold by Josephine Page.

The Golden Goose and other stories (from Grim's tales); retold by A. S. Hornby.

Tales retold for easy reading. London, O.U.P., 11nd Series.

Oliver Twist by Charles Dickens; retold by Josephine Page.

The stories of Shakespeare's plays, Vol. I; retold by H. G. Wyatt and David Fullerton.

Strange tales retold by B. Mendelssohn.

Tales from Tolstoy; retold by R. D. Binfield.

Vanity fair by W. M. Thackeray; retold by Josephine Page.

The Winter's tale by William Shakespeare; retold by Josephine Page.

Toyland Painting Book. London, Juvenile Productions, n.d.

F. S. SHORT STORIES

Blyton, Enid.

Enid Blyton's gay story book. Leicester, Brockhampton Press, 1951. 159 p.

Enid Blyton's happy story book. Leicester, Brockhampton Press, 1952. 160 p.

Enid Blyton's merry story book. Leicester, Brockhampton Press, 1952. 160 p.

Green Story Book. London, Mathuen, 1947. 150 p.

Blyton, Enid.

A picnic party with Enid Blyton. London, Hodder & S. Ltd. 1951. 126 p. 8".

Six O'clock tales; thirty-three short stories for children. 3rd ed. London, Methuen, 1945. VI, 182 p.

A story party at Green hedges; illus. by Grace Lodge. London, Hodder & Stoughton, 1949. 128 p.

Tales of toyland.* London, Latimer House, 1952. 92 p, illus.

Bonner, Vora.

Warne's Book of Animal Tales. London, Warne, n.d.

Bonzo Story Book. London, Dean, n.d. illus.

Brunhoff, Jean, De.

Tales of Babar told by Enid Blyton. 3rd ed. London, Methuen, 1947. 117 p.

Buck, P. S.

One Bright Day and other stories for children. London, Methuen, 1952. VII, 136 p.

Stories for little children. New York, Day, 1940.

Caulfield, Genevieve.

Rip Van Winkle and Urashima. Tokyo, Kenkyusha, n.d. 62 p.

Cheerio Tales. London, Nelson, n.d.

Collins Children's Annual. London, Collins.

Douglas, Peter.

Listen to my story; seven self told stories of animal and bird life in India for children. Bombay, Hind Kitabs, 1947. 97 p, illus.

Gamrow, G.

Mr. Tompkins in Wonderland or Stories of C, G and H. Cambridge, University Press, 1950. 91 p, illus.

Gould, Elizabeth.

Holidays by sea and river; illus. by E. A. Soper. London, Blackie, n.d.

Hogarth, Ann.

Blue Muffin Book. University of London Press, 1951. 78 p.

The red muffin book. London, University of London Press, 1950. 94 p.

Landsdown, G. N.

Why the lion roars? London, Glay & Co., n.d. 32 p. illus.

Maxwell, A. S.

Children's hour with uncle Arthur. Washington, Review and Herald, n.d. Book 1-3.

Mills, Annette.

More about Muffin. Illus. by Molly Blake. London, University of London Press, 1950. 19 p. illus. 7.5".

Milne, A. A.

Christopher Robin Story Book; from when we are very young, Now we are six, Winie—the pooh, the House at Pooh Corner. London, Methuen, 1945. 171 p.

Out of Doors. London, Collins, n.d.

Playbox Annual 1948; a picture and story book for children. London, Playbox Annual.

Poultney, C. B.

Cold Noses. London, Metheun. 1943. Two copies. 134 p.

Serl, Emma.

Johnny and Jenny Rabbit. New York, American Book Co., 1926. 125 p. illus.

Soper, E. A.

Enid Blyton's jolly story book. Leicester, 1952. 160 p. 8".

Stories of Our Pets. London, Blackie.

Strang, Herbert.

Pansy Book. London, Henry, n.d. illus.

Tagore, Rabindranath.

Parrot's training and other stories. Calcutta, Visva-Bharati, 1944. 39 p.

Tinny Tots Annual; a picture story book for little people. London, Amalgamated Press.

Waterhouse, Arthur.

Jack the fiddler and other stories. Leicester, Brockhampton Book Co., n.d. 61 p, illus.

O32 ENCYCLOPEDIA

Children's New illustrated encyclopedia ed. by J. R. Crossland. London, Collins, n.d. 49 p, illus.

O30 MISCELLANEOUS COLLECTIONS

Chick's own annual. London, "Chicks' Own". Library has for the year:—

1947; 1948; 1949.

Child Craft. Chicago, Quarrie Corporation, 1947. 14 vols. illus. Contents:—

V. 1 Poems of early childhood.
V. 2 Narrative poems and creative verse.
V. 3 Experience stories and animal friends.
V. 4 Tales and Legends.
V. 5 Our own country and foreign lands.
V. 6 Holidays and famous people.
V. 7 Play Activities.
V. 8 Nature excursions.
V. 9 Growing Child.
V. 10 Guidance for Development.
V. 11 Ways of Learning.
V. 12 Guide Index.
V. 13 Art and Music.
V. 14 Science and Industry.

My Book House; ed. by Olive Beaupre Miller. Chicago, The Book House for Children, 1951. 13 vols. Contents:—

V. 1 In the nursery of My book house.
V. 2 The story time of My book house.
V. 3 Tip one pair of stairs of My book house.
V. 4 Through the gate of My book house.
V. 5 Over the hills of My book house.
V. 6 Through fairy halls of My book house.
V. 7 The magic garden of My book house.
V. 8 Flying sails of My book house.
V. 9 The treasure chest of My book house.
V. 10 From the tower window of My book house.
V. 11 In shining armor of My book house.
V. 12 Halls of fame of My book house.
V. 13 In your hands; a practical guide for parents.

232 CHRIST'S LIFE

Kempis, Thomas.

The Imitation of Christ. London, Blackie & Son Ltd. n.d. 303 p. 5".

323.6 CITIZENSHIP

Moore, M. F.

About our town. London, Macmillan, 1952. 62 p. (Macmillan's Social Series).

330 ECONOMIC CONDITIONS

Row, E. F.

Work, Wealth and Wages, adapted by P. C. Wren. Bombay, Cooper, 1950. Vl, 101 p, 18 cm.

355 ARMY

Picture Book of Soldiers. London, Ward, Lock. n.d.

359 NAVY

Jackson, G. G.

Puck's book of the Navy. London, Collin's Clear Type Press, n.d. 62 p.

Jarman, Charles.

With the merchant Navy. London, Tuck & Sons, n.d. illus.

Wonder Book of Ships. 14th ed. London, Ward, Lock, n.d. 256 p.

383 POSTAGE STAMPS

Maud & Miska, Petersham.

America's stamps: the story of one hundred years of U.S. Postage stamps. N.Y., Macmillan, 1947. 144 p, 26½ cm.

385 RAILWAYS

Way, R. B.

My first book of trains. London, Nelson, n.d. IV, 64 p, 23½ cm.

398 FOLKLORE, LEGENDS, FAIRY TALES

Aesop's Fables.

New York, Hyperion Press, 1944. 71 p, illus.

Aesop's Fables; in new translation for modern readers, with illustrations by Thomas Bewick. Mount Vernon, Peter Panper Press, n.d. 73 p. illus.

Aesop's Fables with eight page illustrations in colour by Charles Folkard. London, Adam & Black, n.d. XIX, 209 p.

Anderson, H. C.

The Tinder Box and other stories. London, Sandle, n.d.

Anderson, Hans.

Hans Anderson's best fairy tales. illus. by R. F. White. London, Foulsham, n.d. 126 p, 18½ cm.

Hans Anderson's fairy tales illus. by Rie Cramer. O.U.P., 1948. VII, 349 p, 20½ c.m.

Anderson, H. C.

Anderson's fairy tales illus. by Anne Anderson. London, Collins, n.d.

Popular Fairy Tales. London, Blackie, n.d. 255 p, 18 cm.

Arabian Nights. Tales from the Arabian Nights; with 48 colour plates by A. E. Jackson. London, Lock, n.d. 340 p, 20½ cm.

Story of Aladdin and his wonderful lamp; dolls designed and made by Amalia Serkin. London, Collins, 1945. 36 p, illus.

Aladdin, retold by F. H. Pritchard; illus. by H. C. Appleton. London, Harrap, 1951. 64 p, illus.

Ayyar, A. S. P.

Gripping tales of Ind. Tenali, Orient Publishing, 1948. 230 p.

Bidpai.

Fables of Bidpai (the Indian Aesop); a new and modern translation by M. A. Mostafa. Cairo, Nile Printing House, 1948. 244 p.

Brisley, N. K.

Favourite fairy tales; Red riding hood, sleeping beauty, cinderella. London, Ward, Lock, n.d.

Brooke, L. L.

Golden Goose book being the stories of the Golden Goose, the three bears, the three little pigs, tom thumb. London, Warne, n.d.

Bulatov, M.

Wild Geese and other Russian Fables. London, Transatlantic Arts, 1943.

Crane, Walter.

Baby's own Aesop, being the fables condensed in rhyme with portable morals. London, Warne, n.d. 55 p, illus.

Day, L. B.

Folk tales of Bengal. London, Macmillan, 1948. 273 p.

Dhar, Somnath.

Kashmir folk tales; illus. by P. Sen; foreword by Rameshwari Nehru. Bombay, Hind Kitabs, 1946. 63 p. illus.

Fairyland stories. London, Juvenile Productions, n.d.

Fairy tales from the Balkans. London, Collins, 1945. 150 p, illus.

Faithful John; illus. by Victor Ross.

Favourite Fairy Stories, the Three bears, Puss in boots, Snow white and the seven little men. London, Ward, Lock.

Galloway, Philippa.

Folk tales from Scotland. London, Collins, n.d. 119 p, illus.

Giraud, S. L. ed.

Sleeping beauty. Finchley, Bookano, n.d. n.p. illus.

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Granny's Old Stories. Fairy tales for little folk; illus. by John Hassell, London, Blackie, n.d.

Green, R. L.

Beauty and the Beast and other tales, retold by Roger Lancelyn Green. Leicester, Ward, n.d. 79 p.

Grimm, J. & Grimm, W.

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Hansandybus.

Library has:—
V. 15 The Ugly duckling.

Kent, Margery, tr.

Fairy tales from Turkey; illus. by Olga Lehmann. London, Routeledge & Paul, 1951. VIII, 189 p.

Kincaid, C. A.

Tales from the Indian Drama. London, O.U.P., 1952. 72 p.

Krilov, Ivan.

Fables from Russia. London, O.U.P., n.d. 64 p.

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Mehta, Hansa.

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Metzger, Berta.

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Nandris, Mabel.

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Ozakhi, M. Y.

Romances of Old Japan; rendered into English from Japanese sources. London, Hamilton, 1920. IX, 278 p, 25 cm.

Robin Hood. London, Arnold, n.d. 48 p, illus.

Robin Hood book by Enid Blyton. London, Latimar House, 1952. 96 p.

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Robin Hood retold by F. H. Lee; illus. by H. C. Appleton. London, Harrap, 1947. 78 p, illus.

Russian Fairy Tales; illustrated by A. Alexeieff. London, Routledge, n.d, 662 p.

Salten, Felix, ed.

Fairy tales from near and far. New York, Philosophical Library, 1946. 141 p.

Sazanami's Iwaya.

Japanese fairy tales. Hokuseido Press, n.d. 173 p, illus.

Searle, D. V.

Tales from many lands. London, Arnold, n.d. Book 1, 100 p, illus.

Stevenson, R. L.

New Arabian Nights, the suicide club etc. Boston. 256 p. 7".

Stories from India. London, O.U.P., 1949, 4 vols.

Storybus. V. 1 Daisy the dragon.

Strong, Poanna.

Legends Children love with illustrations by Hubert Whatley. New York Hart, 1950. 96 p, illus.

Tagore, Abanindranath.

Caramel doll; tr. from the Bengali by Bishnw & Pranati Dey. Bombay, Kutub, n.d. 66 p, 20 cm.

Walker, A. P.

Sandman's Fairy Stories. New York, Harper, n.d. 146 p, 18½ cm.

Wonderbus.

398.8 NURSERY RHYMES

Darwin, Elimor.

Nursery rhymes for certain times. London, Faber, 1946. 120 p, illus.

Marks, Winifred.

Hey didle diddle! a book of nursery rhymes. London, O.U.P. n.d. illus.

Montgomerie, Norah & Montgomerie, William ed.

Scottish Nursery Rhymes. London, Hogarth Press, 1946. 150 p, illus.

Mother Goose. Bumper mother goose book. London, Collins, n.d.

Mother Goose Nursery Rhymes. London, Nelson, n.d. V, 282 p.

Mother Goose; a comprehensive collection of the rhymes made by William Rose Benet arranged and illustrated by Roger Duvoisin—New York, Heritage illustrated bookshelf. 112 p, illus.

Mother Goose; the complete book of nursery rhymes, illus. by Dorothea J. Snow. Racine, Whitman Publishing Co., 1941. 380 p, illus.

428.6 READERS

Blyton, Enid.

Nature Readers. Glasgow, University Press, n.d. 19 vols.

V. 1 The Brownie's Magic.
V. 2 The squirrel who forgot.
V. 4 The little hidden spell.
V. 5
V. 6 The clever weathercock.
V. 8 The dandelion clocks.
V. 9 Hats for sale; Hats for sale!
V. 10 Mooo-ooo-ooo.
V. 11 Muddle's Mistake.
V. 12 The friendly ladybird.
V. 13 Tick-tock and the buttercup.
V. 14 A very queer home.
V. 15 The unhappy grass-snake.
V. 16 The elf and the poppy.
V. 18 The queen who wanted a new dress.
V. 19 The crab with a long tail.

Boyce, E. R.

All sorts of stories. London, Macmillan, 1949, 128 p, 19 cm.

Clarendon Readers. London, O.U.P., 1946. V. 2, 3, & 4.

Field, W. T.

The field readers, book five. London, Ginn, n.d. 96 p, illus.

Hume, E. G. & Wheeler, E. C.

Speedwell book. London, Cassell, n.d. 144 p.

King, Dorothy.

Peter Pippin. London, Blackie, n.d. 64 p, 18½ cm. (Blackie's large type supplementary infant readers—senior).

Martyn, Irene.

Learning to read; a series of four books providing a child's first lessons in reading Holloway, Harper, n.d. 4 vols.

New Deccan Readers by F. J. A. Harding & M. S. Doraiswami. Bombay, O.U.P., 1939. V. 1.

Parkhurst, C. A.

Wonders of the past and present. Calcutta, Macmillan, 1949. illus, 150 p.

Pope, Florence.

Golden voice; literacy extracts dramatic pieces poems and jingles from the Golden voice. London, Cassell, 2 vols.

500 SCIENCE

Alcott, A.

Science for girls. London, Cassell, 1950. 2 books, illus.

Basic Science Education Series Adaptation to environment by B. M. Parker. Evanston, Peterson, 1946. 36 p, illus.

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Animal travels by B. M. Parker & Thomas Park. Evanston, Peterson, 1949. 36 p, illus.

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Animals and their young by G. O. Blough. Evanston, Peterson, 1951. 36 p, illus.

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Balance in nature by B. M. Parker & Ralph Buchsbaum. Evanston, Peterson, 1949. 36 p, illus.

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Clouds, rain and snow by B. M. Parker. Evanston, Peterson, 1947. 36 p, illus.

Community health by B. M. Parker & Downing, M. E. Evanston, Peterson, 1949. 36 p, illus.

Dependent plants by B. M. Parker, Evanston, Peterson, 1944. 36 p, illus.

Doing work by G. O. Blough. Evanston, Peterson, 1948. 36 p, illus.

Domesticated animals by B. M. Parker & W. S. Weichert. Evanston, Peterson, 1949. 36 p, illus.

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Earth a great Storehouse by B. M. Parker, Evanston, Peterson, 1950. 36 p, illus.

Earth's changing surface by B. M. Parker, Evanston, Peterson, 1950. 36 p, illus.

Earth's nearest neighbour by B. M. Parker, Evanston, Peterson, 1950. 36 p, illus.

Electricity by B. M. Parker. Evanston, Peterson, 1950, 36 p, illus.

Fall is here by B. M. Parker. Evanston, Peterson, 1951, 36 p, illus.

Fire by B. M. Parker. Evanston, Peterson, 1941. 36 p, illus.

Fire, friend and foe by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Fishes by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Flowers, fruits, seeds by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Foods by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Garden and its friends by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Garden indoors by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Gravity by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Heat by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

How we are built by B. M. Parker & Downing, M.E. Evanston, Peterson, 1947. 36 p, illus.

How the sun helps us by G. O. Blough & Ida. B. Depencier Evanston, Peterson, 1950. 36 p, illus.

Insect friends and enemies by B. M. Parker & R. E. Gregg. Evanston, Peterson, 1950. 36 p, illus.

Insect parade by G. O. Blough. Evanston, Peterson, 1951. 36 p, illus.

Insect Societies by B. M. Parker & A. E. Emerson. Evanston, Peterson, 1949. 36 p, illus.

Insects and their ways by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Keeping well by B. M. Parker & Downing, M. E. Evanston, Peterson, 1948. 36 p, illus.

Leaves by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Life through the ages by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

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Machines by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Magnets by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Matter and Molecules by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Our ocean of air. Evanston, Peterson, 1948. 36 p, illus.

Pet show by G. O. Blough. Evanston, Peterson, 1948. 36 p, illus.

Plant and animal partnerships by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Plant factories by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Plant world by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Plants round the year by G. O. Blough, Evanston, Peterson, 1950. 36 p, illus.

Reptiles by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Saving our wild life by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Science of building by B. M. Parker. Evanston, Peterson, 1947. 36 p, illus.

Scientist and his tools by B. M. Parker. Evanston, Peterson, 1950, 36 p, illus.

Seeds and seed travels by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Six-legged neighbours. Evanston, Peterson, 1950. 36 p, illus.

Sky above us by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

Soil by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Sound by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Spiders by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Spring is here by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

Stories read from the rocks by B. M. Parker. Evanston, Peterson, 1952. 36 p, illus.

Summer is here by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Sun and its family by B. M. Parker. Evanston, Peterson, 1952. 36 p, illus.

Superstition or science by B. M. Parker. Evanston, Peterson, 1948. 36 p, illus.

Thermometers, heat, and cold by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Toads and frogs by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

Toys by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Trees by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Useful plants and animals by G. O. Blough, Evanston, Peterson, 1951. 36 p, illus.

Water by B. M. Parker. Evanston, Peterson, 1949. 36 p, illus.

Water supply and sewage disposal by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Ways of the weather by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

What things are made of by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

Winter is here by B. M. Parker. Evanston, Peterson, 1950. 36 p, illus.

You as a machine by B. M. Parker. Evanston, Peterson, 1951. 36 p, illus.

Ilin, M.

100,000 whys; a trip around the room; tr. by Beatrice Kinkead. London, Routledge, 1946. 138 p.

Neurath, Maria.

I'll show you how it happens. New York, Chanticleer Press, n.d. 32 p, illus.

Rowland, T. J. S.

Unusual things for lively youngsters. London, Cassell, 1946. 124 p, 25½ cm.

Schofield, M. M.

Nature's wonderland. London, Cassell, 1947. 2 vols.

Thompson, J. E.

Book of fascinating facts for boys and girls. New York, Hart, 1952. 95 p, illus.

Wisdome Book. Amritsar, Steno Press, n.d. 24 p, illus.

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Alcott, A.

The young observers; a simple science series for reading and study. London, Cassell. 7 vols.

V. 1 A. G. 7-12.

V. 2 A. G. 7-12.

V. 3 A. G. 7-12.
V. 4 A. G. 7-12.
V. 5 A. G. 7-12.
V. 6 A. G. 7-12. 13-16.
V. 7 A. G. 7-12. 13-16.

Huntington, H. E.

Let's go to the brook. New York, Junior Books. 1952. 88 p, illus.

Rowland, T. J. S. & Smith, L. G.

Moving things for lively youngsters. London, Cassell, 127 p, illus.

Warne, Frederick.

Warne's book of the country. London, Warne, n.d. 2 cops.

511 ARITHMETIC

Flanagam, John.

Numbers; the book of figures for children in primary school. Adelaide, Global distributors, n.d.

530 PHYSICS

Gail, O. W.

Romping through physics. London, Routledge, 1946. 64 p, illus.

534 SOUND

Baer, M. E.

Sound; an experiment book. Holiday House, 1952. 127 p, illus.

540 CHEMISTRY

Beeler, N. F. & Branley, F. M.

Experiments in Chemistry. New York. Crowell, 1952. 152 p, illus.

550 GEOLOGY

Schneider, Herman & Schneider, Nina.

Rocks, rivers and the changing earth; a first book about Geology. New York, Scott, n.d. 181 p, illus.

Wyler, Rose.

Planet earth. New York, Schuman, 1952. 156 p, illus.

Arthur, Herbert.

The story of coal. London, Odhams Press, n.d. 32 p.

580 BOTANY

Alescander, Isabel.

Story of plant life. Puffin Picture Book, n.d. 30 p, illus.

Selsam, M. E.

Play with leaves and flowers. New York, Morrow, 1952. 64 p, illus.

Zim, H. S.

What is inside of plants. New York, Morrow, 1952. 30 p, illus.

Daunt, W. M.

My book of wild flowers. London, Macmillan, 1944. 111 p, illus. (Children's nature books).

590 ZOOLOGY

Beadnell, C. M.

Nature's own zoo. London, Watts, 1948. 141 p.

Longden, H. W. D.

Beasts and birds of Africa. London, O.U.P. 1946. 80 p, illus. (simple science in simple English).

Ogle, Richard.

Animals strange and rare. London, Bell, 1951. 192 p, illus.

Wild life of the world. London, Gawthorn, n.d. 55 p.

Sandars, Edmind.

Book of common beasts. London, O.U.P. 1947. 78 p.

Savory, T. H.

Animals. London, O.U.P. 1946. VIII, 184 p. (Realms of natural science series).

Woolf, R. Y. & Vredenburg, Edric.

Animals at home including British Domestic animals and British wild animals. London, Tuck, n.d. 48 p, illus.

595.32 HEDGEHOG

Lida.

Quipic; the Hedgehog. London, Allen & Unwin, n.d.

595.7 INSECTS

Adrian, Mary.

Honey-bee; illus. by Barbara Latham, N.Y. Holiday House, 1952. 51 p.

Doorly, Eleanor.

(The) Insect Man. London, Heinemann, 1946. 174 p.

Lida.

Bourru the brown bear. London, Allen and Unwin, n.d. 35 p, illus.

597 FISHES

Boulenger, E. G.

Wonders of Sea Life. Puffin Picture Book, 1946. 33 p, illus.

Marlowe, Mabel.

Dweller's in the stream; with lithographs by B. J. Dougherty. London, Sylvan Press, 1945. 60 p.

598.1 REPTILES

Daglish, E. F.

Reptiles; London, Dent, 1929. 47 p, illus.

598.2 BIRDS

Armstrong, E. A.

The way birds live. London, Lindsay, 1947. 96 p.

Earle, O. L.

Birds and their nests. New York, Morrow, 1952. 64 p, illus.

Kelly, R. B. T.

Mountain and Moorland Birds. Middlesex. Penguin, n.d. 31 p.

Lida.

Martin; the Kingfisher; London, Allen and Unwin, n.d. 35 p, illus.

599.32 HARE, SQUIRRELS ETC

Lida.

Frou the hare. London, Allen and Unwin, n.d. 35 p, illus.

Mischief the squirrel. London, Allen and Unwin, n.d. 35 p, illus.

600 USEFUL ARTS

Schwartz, Julins.

Its fun to know why; experiments with things around us. New York, MacGraw-Hill, 1952. 125 p, illus.

613 GENERAL & PERSONAL HYGIENE

Leaf, Munro.

Health can be fun. London, Warne, 1944. 56 p, illus.

Martyn, Irene.

Let's be healthy; a first hygiene book. Harper of Holloway, n.d. 39 p, illus.

620 ENGINEERING

Carr, Victor.

Warne's book of engineering wonders. London, Warne, 1950. 64 p, illus.

621.38 RADAR

Larsen, Egon.

Radar works like this. London, Phoenik House, 1952. 64 p, illus.

621.384 RADIO

Meyer, J. S.

Picture book of radio and television and how they work. New York, Lee & Shepard, 40 p, illus.

629.13 AERONAUTICS

Golden picture book of aeroplanes. London, Ward Lock, n.d.

Goodwin, Hal.

Real book about space travel. New York, Garden City, 1952. 192 p, illus.

Royal air force picture book. London, Ward, Lock, n.d. 96 p, illus.

Stevens, A. H.

The how of the Helicopter; illust. by Ernest Stock, N.Y. Cornell Maritime Press, 1946. 59 p, 8.5".

630. AGRICULTURE

Cooke, Arthur.

The farmer's fields. London, Humphrey, n.d. 80 p, (The countryside series).

Warne's book of the farm. London, Warne, n.d.

636.5 EGGS

Selsam, Millicent.

All about eggs and how they change into animals; illus. by Helen Ludwig. N.Y. Scott, n.d.

641.5 COOKERY

Let us cook dinner; simple directions for one full meal. Chicago, Children's Press, 1946.

680 HANDICRAFT

Catford Nancy.

Making nursery toys. London, Frederick, 128 p. 7".

Rowland, T. J. S.

Handicraft without handicaps. London, Cassell, n.d. 2 vols.

685 LEATHERWORK

Cooke, A. O.

World at work; a day with leather workers. London, O.U.P. 1935. 80 p, illus.

689 BASKET MAKING

Crampton, Charles.

The junior basket maker. London, Dryad, 1952.

694 WOODWORKING

Dumayne, John.

Woodworking for children; written and illus. by John, Dumyane. London, Fosh and Cross, n.d. 28 p, 18 cm.

725 BUILDINGS

Hill, Oliver & Tisdall; Hans.

Balbus; a picture book of building. London, Pleiades. 1944. 49 p, 25 cm.

740 DRAWING

Fask.

Curvo; drawing and painting book. London, Juvenile Productions, n.d.

Greenall, Jack.

Drawing's fun. London, Salisbury Square, 1946.

Fenwick, Ian.

Enter Trubshaw; with a preface by David Nivien. London, Collins, 1944. 96 p, 19 cm.

750 PAINTING

All the year round painting and crayon book. London, Juvenile Productions, n.d.

Dreamland Painting Book. London, Juvenile Productions, n.d.

Flowertime Painting Book.

Gifts of sunshine; painting and crayon book. London, Juvenile Productions, n.d.

Happy homes painting book. London, Juvenile Productions, n.d.

Hilo; the funny little man, painting and cravan book. London, Juvenile Productions, n.d. 24 p, 30 cm.

Holiday train painting book. London, Juvenile Productions, n.d.

Humpty Dumpty painting book. London, Juvenile Productions, n.d.

Meadowsweet farm painting book. London, Juvenile Productions, n.d.

Nurseryland painting book. London, Juvenile Productions, n.d.

Peter, Bunnikins; painting and Crayon book. London, Juvenile Productions, n.d.

Peter the Pup painting book. London, Juvenile Productions, n.d.

Picnic Party Painting Book. London, Juvenile Productions, n.d.

Pretty Polly painting and crayon book. London, Juvenile Productions, n.d.

Shashi's painting book. 2 copies.

Sunny hours painting book. London, Juvenile Productions, n.d.

Wonderland painting book. London, Juvenile Productions, n.d.

Woodland Folk Painting Book. London, Juvenile Productions, n.d.

793 ENTERTAINMENTS

Horth, A. C.

101 games to make and play. London, Batsford, 1944. IV, 124 p.

Pybus, D. D.

Forty-five easy games for infants and juniors. London, O.U.P., 1939. 47 p.

821 ENGLISH POETRY

Chaplin, Alethea.

Treasury of verse for little ones. London, Harrap, 1914. 48 p.

Collett, Majorie.

Elizabeth in toyland. London, Harrap, 1925.

Browning, Robert.

Pied Piper of Hamelin. London, Collins, 1944. 36 p, illus.

Fyleman, Rose.

Fairies and Chimneys. London, Methuen, 1945.

The fairy green. London, Methuen, n.d. 63 p.

Grene, M. C.

Stars and primroses; an anthology lettered and illuminated. London, John Lane, 1945.

Herbert, A. P.

Tinker tailor; a childs guide to the professions. London, Methuen, 1922. 64 p, illus.

Knight, M. F.

The laughing hour. London, Pitman, 1944. 68 p.

Milne, A. A.

Now we are six. London, Methuen, 1946. 103 p, illus.

When we were very young with decorations by E. H. Shepard. 48th ed. London, Methuen, 1948. 100 p,, 18½ cm.

Poems and jingles for boys and girls; third book. London, Cassell, n.d. 32 p, illus. Book 1, 2.

Stevenson, R. L.

Child's garden of verses. London, Harrap, 1946. 95 p, illus.

827 ENGLISH HUMOUR AND SATIRE

Anton, Nerman.

Stuff and nonsense. London, Blackie, 1939. 63 p, 24½ cm.

Sindbad the Sailor; a budget of fun and adventure. London, Children's Press, n.d. 18 p. 26½ cm.

901 HISTORY OF CIVILIZATION

Hogben, Lancelot.

Visual history of mankind. London, Adprint, 1948. 3 vols.

V. 1 Living in early times.
V. 2 Living in villages and towns.
V. 3 Living in the world. (2 sets).

Turnbull, E. L.

The story of India—book 1. Calcutta, Longmans Green, 1946. 95 p. illus.

Amber, S. O. & Coatman, Th.

The stream of time; a history series for juniors. London, Cassell, n.d. 4 vols.

910 DESCRIPTION, TRAVELS, GEOGRAPHY

Field, E. E.

The young discoverers; a simple geography series for reading and study. London, Cassell, 4 vols.

Hogben, Lancelot, ed.

How the world was explored. New York, Lee & Shepard, n.d. 36 p, illus.

Dance, E. H.

Trading and travelling. London, Longmans, 1951. 60 p.

Plunket, I. L.

Over the edge of the world; the story of Henry the Navigator. London, Lutterworth Press, 1951. 122 p.

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British Council. In London's Streets. London, Longmans, n.d.

915.1 CHINA

Chi, Tsui.

Story of China. New York, Penguin, n.d.

915.2 JAPAN

Japan Pictorial. Japan, Japan travel Bureau, 1951.

915.3 ARABIA

Serjean, R. B.

Arabs; illus. by Edward Bawden. Hamondsworth, Penguin, n.d.

915.4 INDIA

Parkhurst, C. A.

Assam, the land of tea and waterfalls.
Beautiful Kashmir.
Beautiful Rajputana.
Bhutan, the land of the thunderbolt.
Bombay, the gateway of India.
Central India.
Ceylon, the pearl of Indian Ocean.
Cochin, Malabar and the Nilgris.
Darjeeling and the Himalayas.
Land of the blessed one.
Mysterious land of Tibet.
Nizam's dominions.

Orissa.

Picturesque Mysore.

Puri and Lord Jagannath.

Seven holy places of the Hindus.

Sind and Baluchistan.

Some famous Mahommedan saints and shrines. 36 p.

Tamil Country.

Telugu Country.

Two Christian Shrines in India.

United Provinces.

Western India.

Sen Gupta, Padmini.

Everyday life in ancient India. London, O.U.P. 1950. 203 p, illus.

917.3 U.S.A.

Children of the U.S.A. U.S.A. Govt., n.d. 60 p, illus.

930 ANCIENT HISTORY

Fawcett, Raymond.

How did they live? 'China'. London, Gawthorn. 48 p.

Fawcett, Raymond.

How did they live? 'Egypt'. London, Gawthorn. 48 p.

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How did they live? "Sumer". London, Gawthorn. 48 p.

How did they live? "Greece". London, Gawthorn. 48 p.

How did they live? "Peru". London, Gawthorn. 48 p.

942 HISTORY OF ENGLAND

Picture pages from Britain's history. London, Tuck, 32 p.

920 COLLECTION BIOGRAPHY

Neilson, J. B.

Greatmen of the East. London, Longmans, 1952. 115 p.

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KEY TO ABBREVIATIONS

Continued on later pages of the same issue.

Ap.	April
F.	February
Je.	June
Mr.	March
My.	May
m.	monthly
no.	number
q.	quarterly.

The following is a sample explanation of abbreviations used:—

Bhattacharya, M. M.
Education and democracy.
Educ 32 no 4: 17-20 Ap '53.

The article of M. M. Bhattacharya will be found in Education volume 32 number 4 on pages 17 to 20 of the April, 1953 issue.

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